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ABSTRACT

In 1968 Federal City College (FCC) in Washington, D.C. was given funds to explore the role of college-community relationships in urban higher education. The present report relates the findings of this project's second phase, which was threefold; (1) to identify and explore various means for FCC and the community to engage in joint efforts toward urban problem solving; (2) to design and experiment with new instructional service delivery programs, methods and processes for improving college-community relations; and (3) to analyze FCC's and, where possible, the community's needs and resources for improving the reciprocal relationships. In accordance with the 3 major objectives stated above, the activities to be conducted were divided into 3 categories: (1) the establishment of reciprocal relations activities including a professional services program, a site planning committee, and non-structured learning programs; (2) the establishment of priorities such as the community resource bank, the knowledge coordinating center, and college-community seminars; and (3) the establishment of bases for evaluation. (HS)

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FINAL REPORT

Project No. 8-0760
Grant No. OEC 0-9-180760-0707 (010)

THE ROLE OF COLLEGE–COMMUNITY RELATIONSHIPS
IN URBAN HIGHER EDUCATION
PHASE II–EXPLORATORY PROGRAMMING

AN EXPLORATORY STUDY OF AN URBAN UNIVERSITY INTERFACE PROTOTYPE

BY

The College-Community Evaluation Office

Ernest R. Myers
Director

Federal City College

Washington, D.C.

March 1971

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Division of Higher Education Research

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The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Division of Higher Education Research

* * *

The university today, whether private
or state, has come to be a quasi-public
institution in which the needs of public
service, as defined by the role of the
research endeavor, become paramount in
the activities of the university.

Quoted from The Reforming of
General Education by
Daniel Bell,
Professor of Sociology
Columbia University

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Thomas Oliver, Associate Director

Kathleen Davis, Research Associate

Cecelia Jakovich, Research Associate

Although this study was refined and administered by the staff of the College-Community Evaluation Office (C-CEO), which was organized in August, 1969, its developments and accomplishments have required the support of the entire college community. I particularly wish to acknowledge the cooperation and support of Dr. Joseph Paige, Dean, Community Education Division and Director of the Cooperative Extension Program of the District of Columbia, and Dr. Andress Taylor, Assistant Dean, Community Education Division.

I also appreciate the continuous involvement of Mr. James Delaney, College Program Development Officer, for his contributions in promoting inter-departmental support required between the College's line administration and the C-CEO.

We also were fortunate in having had the Human Science Research Corporation and the Bureau of Social Science Research to conduct the surveys required for the collection and analyses of baseline date during this project's first phase.

Special mention must also be made for the immeasurable contributions of Dr. Harland Randolph, President, Federal City College, who had the vision to initiate this "high risk" study, which I feel has resulted in some useful program models replicable at other urban colleges and universities.

My gratitude also goes to Mr. Larry Goodwin, Director of Site Planning, for making available to us the data obtained from the Community Advisory Forum Survey; and, to Mr. Rivington Gardner for technical assistance in the development of visual aids included in the appendices of this report.

Ernest R. Myers
Principal Investigator

FOREWORD

In the summer of 1968, the U. S. Office of Education (Division of Higher Education Research) provided the funds to Federal City College to launch a projected four to five year study of the Role of College-Community Relationships in Urban Higher Education. The overall problem under investigation was based on the need to meet today's challenge of making the urban college more responsive to contemporary urban problems through innovation, relevancy and "high risk," but comprehensive exploratory and experimental programming.

The longitudinal design of this study called for the following phases which were to approximate program years for each of the phases: Planning and Development, Exploratory Programming, Experimental Programming, Evaluation, and a follow-up study on the College's charter graduating class. This final report on the Phase II - Exploratory Programming period summarizes in comprehensive form the total activities of this study, including a qualitative preliminary analysis of the entire performance. Since this project was not supported for continuation by the Office of Education, the projected phases III - Experimental Programming, IV - Final Evaluation, and V - Follow-up Study on FCC Graduates could not be implemented. Consequently, the contributions of this study toward urban problem-solving through experimental college-community program interfacing are at this stage preliminary. On the other hand, some of the apparent successes of this project are documented in this report for examination by others who have a deep interest and commitment to promoting the responsiveness of urban colleges and universities in devising solutions to urban problems.

For a concise summarization of this study's framework and accomplishments, see the Interface Study Flow Chart in the Appendices.

The findings, recommendations and conclusions in this report do not necessarily reflect the views, official policy or position of Federal City College.

> Federal City College may yet be
> the window on the future. It
> may represent America's next
> giant step in higher education.
> Robert Finch (Former Secretary)
> Department of Health, Education
> and Welfare

1. INTRODUCTION

The establishment of Federal City College (FCC) in the Nation's Capital represents an effort to create a public higher educational institution uniquely responsive to the social and economic problems of its urban environment and the special needs of its population. A basic objective of FCC is to develop close working relationships between the College and the various communities that make up the city. It is believed that the direct participation and involvement of the College in the life processes of its community can facilitate the achievement of the provision of educational services that the citizenry can find responsive to their needs and to the solution of pressing urban problems.

Through FCC's efforts to design and implement college-community programs and systems geared to achieve relevance in urban education, the College can become a prototype for a new generation of urban institutions of higher learning that can meet the needs of its urban community, wherein universities traditionally have been ineffective. The urgent national need for more responsive urban educational centers, therefore has placed a high premium on the success of the FCC model, and on the systematic observation of its experiences during its early developmental stages.

The Federal City College "Interface" Project, funded by the U. S. Office of Education, was designed to support and assess FCC's progressive approaches to education and urban problems, to chronicle the College's developmental experiences, to explore with new programs, and to make its findings available to other educational institutions seeking to relate their functions to urban problems. This report describes the research activities and their results for the exploratory programming phase which began officially in April, 1969.

Rationale for the Research

Institutions of higher education in America today face a myriad of challenges relative to college-community relations. The range of the challenges and problems stem, in great part, from the metamorphic and revolutionary dynamics relating to the roles and responsibilities of the college and university in urban problem solving. Few campuses in the nation have not been confronted with an array of unresolved issues, such as student and faculty involvement in policy making, community participation, institutional racism, academic freedom, drug indulgence, reactionary administrative styles, and college-community relationships. Increasingly, colleges and universities are being called upon as a promising and vital resource to serve the community in attempts to resolve urban problems.

Campus life can no longer represent retreat sites where self-contained, suburbanized citadels provide laboratories for intellectual calisthenics, and where the pursuit of academic excellence is subject to a series of shadow-chasing exercises. Some major issues which FCC's programs face are:

a. How should they relate to their various publics and communities?
b. At what level should they seek solutions to urban problems?
c. To what extent and how should they become active agents of social change?
d. Which of the major problems--race relations, education, social services, crime, housing, and so on--should they, or can they address effectively?
e. How should their curricular content and instructional policies be organized to motivate "inner city" populations for higher educational achievement?
f. Given the range of potential activities thrown open by the need to relate to the various communities of the metropolis, how should this institution's limited resources be allocated between academic emphasis and the "outreach" role of the land grant college?

Higher educational institutions have generally assumed roles not concerned with direct involvement in community life, and the social processes of the "ghetto." Consequently, there exist no proven or generally accepted criteria for answering many of the questions raised by an urban university's adjustment and response to contemporary urban problems faced by inner city constituencies.

These circumstances placed unusual requirements on the research approach of the FCC "interface" project. In the absence of a framework that permitted the isolation and study of a single factor, process, or question, the research first had to identify the set of priorities that appeared most important, and then had to trace out their relationships and the implications of these relationships in such areas as (a) the apparent relative impact of alternative community-oriented programs, and (b) the rationale for decision-making within the College into relatively flexible guidelines that define proposed programs, alternatives and resource allocations.

Phase I, Planning and Development, focused on the collection of information about variables that appeared critical to the structuring of an educational institution and which would influence the design of effective college-community relationships. Because applicable models of such phenomena were not available, the Phase I research focused on gathering and analyzing baseline data on the perceptions of the people concerned, at all community levels, and their interpretation of what should be the purpose, goals, and objectives of Federal City College as an emerging urban university.

Phase II, Exploratory Programming, has focused on the discovery of possibilities for college-community relationships and for programs and various procedures which facilitate favorable interactions and mutually beneficial outcomes. During this period specific programs and systems of interaction were tried on the basis of Phase I recommendations to see what results could be obtained. Although information has been collected on the programs and their apparent effects, the final evaluations were to be conducted during subsequent Phases III and IV of this project. However, necessary funds to continue this project were not forthcoming. Consequently, the assessments that have been made must be considered intermediate.

2. PHASE II - APPROACH AND METHODOLOGY

Phase II of the research design, Exploratory Programming, was initiated by Federal City College in April, 1969, through a grant from the Bureau of Research, Office of Education, Department of Health, Education and Welfare. On the basis of information and plans developed in Phase I, this second period has been concerned with the discovery of possibilities for college-community relationships and for procedures which would facilitate their favorable interactions and reciprocal benefits. Specifically, Phase II has been designed to: (1) explore specific programs and systems of interactions, (2) collect information on these activities and their results, and (3) make preliminary evaluations of these results in terms of suggested refinement of approach and/or programs.

2.1 Background of the Study

During Phase I, which lasted approximately eight months, the aspirations, expectations, goals, and opinions of more than 1500 persons were collected and analyzed to identify their views and recommendations regarding college-community relationships. Included among these persons were faculty, administrators, students, and staff from the College; educators, high school students, parents, and leaders (government, civic, and institutional) from the community. From the data collected in Phase I research, a large number of critical problem areas that impact upon college-community relations were identified.[1] Among them:

(1) The desirable role and impact of the institution
(2) Translation of goals into operational programs and activities
(3) Resource allocation
(4) Asynchronistic relationships
(5) Psychological adaptation to new institutional processes
(6) Obstacles posed by the low degree of "legitimacy" or credibility afforded the new institution
(7) Power relationships

An analysis of these critical problem areas suggested the need for a variety of different classes of activities.

2.2 General Objectives

As a result of Phase I, Findings and Recommendations, the original project objectives were redefined during Phase II and translated into refined operational models for the tasks that were performed during this second phase.[2] These objectives were:

(1) To identify and explore various means for FCC and the community (e.g., groups, agencies) to engage in joint efforts toward urban problem solving

(2) To design and experiment with new instructional service delivery programs, methods and processes for improving college-community relations

(3) To analyze the College's and, where possible, the community's needs and resources for improving their reciprocal relationships.

While the objectives of Phase II were primarily related to the identification of characteristics and data collection, the Phase II objectives were concerned with processes of interaction and program performance and with factors that might result in or account for differences in the relative "effectiveness" of designated procedures, policies and programs.

2.3 Categories of Major Activities

As a result of the three major objectives stated above, the activities to be conducted within Phase II were divided into three categories. These categories, with their supporting activities, are as follows:

(1) The Establishment of Reciprocal Relations

  (a) Professional Services
  (b) Cooperative College-Community Planning of the Permanent Site
  (c) Non-structured Learning Programs

(2) The Establishment of Priorities

  (a) Community Resource Bank
  (b) Clearinghouse
  (c) Diffusion of College Planning
  (d) Knowledge Coordinating Center
  (e) FCC Resource Team
  (f) College-Community Seminars
  (g) Student Development Council
  (h) Survey of Opinions and Expectations

(3) The Establishment of the Bases for Evaluation

- (a) Specification of communications systems
- (b) Development of criteria and standards
- (c) Systematic programming
- (d) Specific assignment.

2.4 Addendum to Proposed Activities

At a later date an addendum (Statement of Clarification)was submitted to the Office of Education, at its request, which added five major activities to those already indicated above.

1. (1) Development and preliminary application of impact measures to existing college programs
2. (2) Conduct of an experimental public information and community involvement program
3. (3) Assessment and further development of existing race relations training program
4. (4) Experimentation with an evaluation of alternative ways for the college to serve as a resource center for the community, and vice versa
5. (5) Follow-up interview study of college faculty, administrators, staff, students and members of the community

3. PHASE II - DESCRIPTION OF ACHIEVEMENTS

Each activity that was to be conducted during Phase II is briefly described as to its purpose. Following this, the action(s) taken concerning the activity are presented.

3.1 The Establishment of Reciprocal Relations

3.1.1 Professional Services to Neighborhood Organizations

This activity was to involve several persons and faculty members being assigned to specific neighborhood organizations for a limited amount of time to provide one of three types of services: program development, research, and administration and organization. Also, where possible, the professionals were to analyze the needs and resources of these groups in terms of their potential impact upon urban problem solving and college-community relations.

This activity was implemented by the College-Community Evaluation Office (C-CEO), the administering unit for this study, through contacts made by its personnel with various neighborhood organizations and through the voluntary participation of faculty and staff of FCC rather than through assignment as proposed. The C-CEO became aware of the need of the Neighborhood Inner City Community Organization (NICCO) to establish recognition as a legitimate representative of residents in its neighborhood and made contact with it and found that it required technical assistance in the conception of a socio-economic feasibility study it had proposed as a rebuttal for proposed urban renewal plans of Model Inner City Community Organization (MICCO) and Uptown Progress, Incorporated.

FCC faculty, with knowledge of economics, architecture, and social planning, were recruited by the C-CEO for NICCO, and at the time of the report had been involved in site visits and in representative meetings with personnel from NICCO and MICCO to consider not only the feasibility study but a working relationship between the two organizations.

A second group of faculty were recruited to assist the Hospitality House, which is involved in providing programs and services designed to assist in the alleviation of poverty. This agency requested in-service training for its staff members, budget and accounting assistance, and aid in evaluating its social and educational programs. While providing assistance in the above areas, FCC has also assisted this agency in the design of an information service system.

A third agency which has been provided assistance is the Potomac Gardens Neighborhood Health Center with its program in drug abuse. This program is concerned with the following: (1) identification of addicts in need of services, (2) motivation of addicts to enroll in clinic programs for detoxification and group therapy, (3) provision of transportation to treatment sources, (4) provision of vocational counseling and job development services, and (5) referral of program participants to FCC's educational rehabilitation program. Through the C-CEO, assistance has been provided in the areas of evaluation of program performance and effectiveness and impact analysis.

A fourth project has involved providing faculty support to the National Tenants Rights Organization (NTRO). This organization requested assistance on a voluntary basis in the areas of research and evaluation, proposal development, housing information dissemination, and the training of housing counselors. The support provided has been in the area of assisting NTRO in defining those needs which FCC resources can meet and in identifying and recruiting FCC staff to help meet these needs.

As can be seen from the way in which the activity was actually operated versus the way in which it was initially conceived, there were major differences. The reasons for this are several. First, the position of the administering unit for this study within the line structure of the College did not provide it with the necessary authority to be able to conduct the activity as it was intended originally. That is, the C-CEO was not an integrated part of the line structure of the College and, as a result, had to rely on the good will of the divisions and departments as well as on individual faculty and administrators for support in carrying out the activity. Second, several divisions and their departments, which had the kinds of talents required for the organizations mentioned previously and for others who wished assistance, could not provide this study and the office with support. They themselves (e.g., Community Education, Community Development and Planning, Urban studies, etc.) were understaffed, were creating programs, were already committed to operating within the community, and were placing their priorities in a few areas, that is, teaching students, rather than scattering their efforts. Third, the faculty itself was already providing community services through the traditional methods of service--teaching off-campus courses in their respective areas to adults, which is a major focus in the Community Education Division.

3.1.2 Cooperative College-Community Planning of the Permanent Site

This activity was to involve the establishment of a committee to work with the master planners of the College in the development of plans for the permanent sites. The group was to focus on ways in which funds and plans could be used to stimulate economic and cultural growth among the residents and businesses near the proposed sites.

In 1968, a committee (Site Planning Committee) was established to select an architect and, once the architect was selected and approved, to work with him in the development of plans for a permanent site. This committee was composed of four faculty members, five students, and sixteen community people representing various organizations and city areas, e.g., Model Inner City Community Organization, United Planning Organization, Northeast Neighborhood Council, Inc., Adams-Morgan Community Council, Department of Commerce (Trade Analysis Divison), and the Redevelopment Land Agency. The committee also had several advisors representing the college as well as members of the Board of Higher Education. The committee proceeded to select an architect, but due to criticism of the selection by various organizations, the company was not approved. As a result, the committee was unable to perform its major task--the development of plans for the permanent site. The committee was disbanded in 1969 when the College was unable to gain consensus for an actual permanent site.

In the latter part of 1969, a second committee was formed (Site and Facilities Committee), primarily consisting of FCC faculty, staff and students. Its function was to consider sites and facilities in relation to the original questionnaire developed for the Community Resource Bank. However, after several months, it became inoperative. At present, the Site Planning Office is being reorganized and has as yet to develop a formal College-community site planning committee.

3.1.3 Non-Structured Learning Programs

This activity was to involve the design, implementation, and preliminary evaluation of a program for potential students who rejected formal and institutionalized instruction and programs.

Such a program (The Roving Teachers) was designed by the C-CEO in conjunction with Adult Education. The program as planned was to provide tutorial assistance to functionally illiterate or illiterate Model Neighborhood adults who did not benefit by other kinds of adult education programs. A second purpose was to prepare individuals to pass the high school graduation equivalency test. The number of people served was between 50 and 100. Rather than establishing any set format of operation or any centralized location of operation, the teachers were to move from place to place teaching the students where they were instead of having the students come to them.

The program was not implemented during the Phase II operations of this study because funds ($150,000) were unavailable within the College's budget to provide the needed staff members, and Model Cities did not fund the project for FY '70. However, the project has been funded for FY '71 and is now being launched.

3.2 The Establishment of Priorities

3.2.1 Community Resource Bank (CRB)

This activity was to involve the selection of a sample of persons living within the community to serve as members of a Community Resource Bank. They were to be provided with information concerning issues and problems of the College and were to respond to them through a survey instrument. The CRB members were also to participate in discussions regarding policy formulations and program development in relation to these issues.

In early 1969, a CRB was begun by the study unit through a sub-contract. Its original membership (the pre-test sample) consisted of a population of 986 people drawn from the mailing list of the "Focus," a periodic newsletter on FCC activities, and from other FCC mailing lists. This population was sent background information on and a survey instrument concerning: (1) FCC plans for the development of permanent planning sites, and (2) policies for guiding the overall development process of the College.

The intent of the survey was twofold: (1) to obtain from a known group of people interested in and aware of the College their ideas concerning the major issues listed above, and (2) to develop a nucleus of people who would become, as a result of their returning the questionnaire, the base group in the Community Resource Bank. It was realized that the results of the responses by the individuals would be skewed because of the population selected. Of the 986 people involved, 314 people responded, of which 266 responses were tabulated (others were incomplete or late), analyzed, summarized, and submitted to the concerned areas for use, i.e., the President's Office, Office of Academic Affairs, Community Education.

A second survey was planned by the C-CEO using a random sample of the District of Columbia population, but the entire technique of the survey was de-emphasized at the direction of the Office of Education. Since then a similar survey has been conducted by the College's Office of Site Planning and Institutional Research. As a result, the Community Resource Bank approach, using surveys, was deleted from the Phase II operations of this study. However, the C-CEO has consulted in the design and content of the survey instruments and is assisting in the analysis of the data collected.

3.2.2 - Clearinghouse

This activity was to be concerned with the collection and dissemination of information from various groups involved in providing instruction related to urban problem solving. Also, several conferences were to be held to improve the cooperative planning of various organizations.

The Community Education Divison and one of its departments--the Cooperative Extension Service--have become the focal points for a major part of direct instruction in urban problem solving, and, as a result, they developed their own clearinghouse mechanism, printing and distributing internally and externally the Community Education and Cooperative Extension Service Bulletin. This newsletter consists of information concerning the operations and services of the Community Education Division. Further, the division is cross-linked with other departments, e.g., history, English, mathematics, social sciences, etc., through community programs, courses, and projects and includes information about these departments within the newsletter.

A second kind of clearinghouse operation has been developed under the direction of the College Information Office which publishes a faculty-staff newsletter for internal distribution and also publishes the "Focus," a newsletter on the entire College, for internal and external distribution. A third kind of clearinghouse mechanism, although not primarily designed as such, is the Urban Affairs Seminar which is sponsored by this study and is described in Section 3.2.6 - College-Community Seminars.

The original intent of the activity may have been for the C-CEO to develop an information collecting and disseminating mechamism within the College. This decision was reached prior to the development of the various mechanisms which are described above. As a result of the development of the above mechanisms, however, it was decided by the C-CEO not to duplicate the efforts of other departments, but to complement them by planning and conducting "Urban Affairs Seminars."

3.2.3 Diffusion of College Planning

This activity was to involve the inclusion of community persons in planning aspects of specific programs and projects with emphasis on two aspects: (1) the specific purpose(s) of the program, and (2) ways in which the College and the community could assist each other in teaching students and solving problems.

Various divisions and their departments have enlisted the aid of the community in the design and operation of particular programs within the community. With the assistance of Community Education several communities within Washington have set up centers for their members, e.g., the Chinese Community Center, the Spanish Community Center, etc., for the purpose of providing various programs, services and courses to their participants. The community plans and controls the programs with the assistance of the Community Education Division. Other local neighborhoods where similar community-sponsored projects have been developed include Congress Heights, Adams-Morgan, Galen Terrace and Parkside Terrace.

3.2.4 Knowledge Coordinating Center

This activity was to involve locating scientific and other kinds of professionals who would be willing to tutor students, serve as consultants to neighborhood groups, and assist in urban problem solving. Also, the activity was to involve arranging for release time of the professionals. The staff from FCC assigned to this program would develop a bank of talent, contact potential users, and handle administrative details.

The activity was begun with the development of a College Alumni Resource Mobilization Committee (CARMC) which involved representatives from the Faculty Organization, Student Activities Office, Student Government Association, Student Services Office, Site Planning Office, Media Services, Community Education, Teacher Education, College Information Office, Provost's Office, C-CEO, and Queens College Alumni Group of Metropolitan Washington. Following the formation of this committee, contacts were made with American University and Howard University alumni groups with the purpose of establishing a talent bank. The reason for going to the alumni groups was that they were already formed and organized with a roster of names, addresses, and professions, and had within them a cross-section of professional skills. Further, these groups could make immediate contact with their members and canvas them for their willingness to serve.

At the writing of this report, there is a hiatus in the operation of this activity since the groups involved, particularly the alumni groups, are considering, based on a list given them by the CARMC, in what areas of assistance they can become constructively involved.

There has been no opportunity for considering or obtaining release time for volunteer professionals because of the stage of development the activity is currently in and because of not knowing which agencies would be involved and what their rules and regulations concerning release time are as well as what are the desires of the volunteers themselves. This information will take more time to obtain. In the meantime, the concept being considered is that of services being provided after normal working hours.

Many potential users of a talent bank are known to the College and the C-CEO through various offices within the College, the divisions within the College, and direct contacts by the C-CEO with organizations. However, contacts have not been pursued as fully as possible since only faculty and staff of FCC can, at present, provide services reasonably quickly, during normal work day because of schedule, and without outside cost.

3.2.5 FCC Resource Team

This activity was to involve FCC faculty in providing community services. It was also to analyze the nature and requirements of these services in order that the College could make this service a part of the operational budget.

While it was anticipated that this activity would be conducted primarily by the C-CEO, it was delegated, in large part, by this office to Community Education and its Community Extension Service because these components are structured to provide services which the community requests, and they are primarily concerned with outreach activities. Also, if the Community Education Division and the Community Extension Service did not have within themselves the needed talent, they contacted other divisions and departments within the College for assistance. Further, the faculty could fulfill the community service aspect of the College policy on tenure through the teaching of courses of the Community Education Division rather than through the actual performance of community services.

The C-CEO itself sent out a request for volunteers to 267 faculty and staff within the College. Of this number, 24 volunteered originally. By the end of the year, a total of 36 had done so. The actual number of faculty and staff involved in providing services to the community, not counting the teaching of courses, was approximately 53 by the end of May, 1970.

The analysis of the nature and requirements of these services is presented in the Findings Section of this report (Section 4.1). However, the point of making the faculty provision of community services a part of the operational budget will not be possible prior to the FY '72 budget because of other and more important priorities of the College in view of its inadequate budget.

3.2.6 College-Community Seminars

This part of the project was to involve the development and operation of a series of seminars concerning urban problems designed to affect several areas--curriculum development, priority definition, and program coordination.

There were four seminars conducted during the period of time from December, 1969, through August, 1970, by the C-CEO. The first seminar focused on the role of basic research as traditionally conducted in institutions of higher education, versus applied or operational research aimed at effecting necessary social and institutional changes in the urban arena. The agencies participating in the seminar were as follows:

Westinghouse Learning Corporation; Howard University; the Urban Institute; the Office of Education (Community Development); Health, Education and Welfare (Office of the Secretary); Federal City College (Community Education, Urban Studies, Community Development and Planning, Student Records, the Student Government Association, and the College-Community Evaluation Office).

This first seminar served as (1) an information exchange agent; (2) a vehicle for contact by many community agencies with different goals; (3) an indicator of the wide divergence between community people and Federal agencies concerning the role of research, the poverty of information and activity concerning action research in urban areas; and (4) the split between the two major kinds of research.

The second seminar has been described in 3.2.4 - Knowledge Coordinating Center.

The third seminar, held in February, 1970, dealt with the development of curricula and supporting programs and their relevance to societal needs and labor demands, as well as the needs of black universities and firms to receive a greater percentage of the federal funding available for higher education and related research. The following agencies were represented: Office of the President of the U. S.; Health, Education and Welfare (Child Development); Housing and Urban Development (Metropolitan Development Division and the Model Cities Administration); the Department of Labor (Office of Employment and Technical Services); the Civil Service Commission; the Department of Transportation; the National Education Association; Westinghouse Learning Corporation; the D. C. Public Health Service; the Office of the Mayor (Human Resources Administration); and Federal City College (Office of the President, Provost, College Relations, the Student Government Association, Community Education, and the College-Community Evaluation Office).

Based on this third seminar, recommendations were made in three areas:

(1) Curriculum Development

Institutions of higher learning should identify labor needs and opportunities for black students and develop degree programs to meet these needs.

Curricular programs might be broadened not only to fulfill the requirements of a particular discipline, but also to include an element of flexibility that would allow for significant exposure to other disciplines. The rationale for this suggestion is that society is in a constant state of flux, and the success of an individual depends upon his preparedness to adapt to labor demands.

The universities could function as agents in arranging field work for students to afford them a type of on-the-job training to balance the theoretical approach of classrooms.

Further, on-the-job training credit courses might be developed for students working with contracting firms and other agencies of the community. The idea of student placement was seen as an avenue through which the whole educational process could be made more relevant to the urban scene.

(2) Federal Funding

The Federal Government should bond minority contractors, and minority contractors should engage in contract co-ventures, with the big contractors subleting to minority contractors and waiving bonding requirements.

The compliance bond concept should be utilized, and the Treasury Department should use its regulatory power over surety companies.

A subordinate clause should be written into contracts of sole source firms requiring them to subcontract to those minority firms which have the required capabilities.

A commitment should be made on the Presidential level to allocate a significantly higher percentage of resources to black firms and universities.

A certain percentage of contracts, e.g., construction contracts for water reclamation facilities, water pollution studies, etc., should be allocated to black firms.

(3) Co-Venture Approach

FCC and other community universities might pool their resource personnel for community projects.

FCC might function as a resource bank in directing FCC employees to participate in the Civil Service Commission's Office Skills Training Program, and offer its professional expertise to function in a consultative capacity to the Civil Service Commission trainers and trainees.

The fourth seminar held in August, 1970, dealt with the question of how FCC, government and community agencies, and other public and private institutions could combine their resources and influences to support public higher education in the District of Columbia. The participants were the Department of Labor (Employer and Technical Services), the Department of Federal Highway Administration, the Human Resources Administration (Academic Affairs), the D. C. Public Health Department, and Federal City College (Office of the President, Public Information Office, College Relations, and the College-Community Evaluation Office).

Based on the discussion, the following recommendations were made:

- FCC's staff, faculty, and students could form a coalition effort directed to Capitol Hill to explain the program problems and needs to various congressmen and congressional staff.
- FCC could disseminate information on the College's activities and concerns to seminar participants and other government and community groups who can share this with their agencies.
- Seminar participants could serve as a liaison group for FCC and could inform their organizations of the situation confronting the College.
- FCC could establish an inter-university or college coalition to push for the need of priority on public higher education in D.C.

For further information on these seminars, see the Findings Section (4.), which presents an analysis of the interaction processes of this seminar, and the Guidelines Section (6.) which presents a model for the development and operation of an urban affairs seminar which is replicable at other institutions.

3.2.7 Student Development Council

This activity was to involve students in college development and community services primarily through three avenues: placement on key committees, internships with administrative personnel, and participation in projects.

Within the academic departments of Community Education, Social Science, and Teacher Education all students are involved in outreach projects as a part of the programs' and/or course requirements. Second, work study, as stipulated by the Office of Education, following the funding of this study, must place students off-campus in areas of academic and vocational interest within the community which involve community services. Third, the students on their own and through the Student Government Association have set up their own projects throughout the city to provide services. For example, Randall Junior High School - to assist students and teachers in counseling and to provide tutorial assistance; Relocation Committee - working with Mt. Vernon community groups to support home rule. Students have also worked with other local agencies and groups e.g., the public school projects, Black United Front, Urban League, Change Inc., etc.

Students, with the assistance of the Community Education Division, have formed the District of Columbia Student Community Service Corporation. Its primary goal is the development and implementation of counseling, tutorial, and referral programs for D.C. residents living in impoverished areas of the city. At present, it is operating a tenants rights program in the Southeast section of D.C., a GED program, black studies courses, and a home ownership program in the High Point area. It has begun a GED program for Barnaby Terrace residents, and is providing technical assistance to the Martin Luther King Cooperative Store.

Fourth, students have been promised internships within the administration of the District government. However, as of this report, negotiations are still in progress. Fifth, within the College itself, students are placed on key committees of the divisions and departments, e.g., College Alumni Resource Mobilization Committee.

3.2.8 Survey of Opinions and Expectations

This activity was to involve the use of a survey technique in order to find out how people "actually" felt and what they "actually" expected within the College. It was to serve as an information gathering activity for use in cooperative planning action.

As noted earlier, surveys were de-emphasized at the direction of the Office of Education. However, the CRB survey and the recent survey conducted by the Site Planning Office sufficed for these inputs and for a citizen participation model.[3]

3.3 The Establishment of Bases for Evaluation

3.3.1 Specification of Communications System

This activity was to consist of organizations and people being identified and utilized for planning college-community relations.

A major portion of both tasks, identification and utilization, was completed by the Community Education Division as a result of its mandate as the primary organizational and instructional agent within the College for the operation of outreach programs and projects, and thus the maintenance of college-community relations through programs, conferences, courses, meetings, seminars, and workshops.

The Office of the President serves as a direct liaison between individuals and groups through (a) periodic meetings with College representatives and persons from various District agencies, organizations, institutions to give status reports on the College and to obtain inputs from these same groups; and (b) a President's Council composed of people from business, labor, civic groups, which meet with the President for reports and to provide input.

Various committees task forces have been organized to function in the area of college-community relations: CARMC, Site Planning, Community Education Task Force Advisory Committee, College Relations Office. Also, a citizen participation model for use with neighborhood organizations is being developed and tested. And a preliminary form of a community resource bank was developed to provide citizens with participation in the decision-making process of the College.

Further, students have formulated their own groups and projects to promote college-community relations, e.g., busing, tutoring, legal aid, housing. The students as a unit are a strong source of college-community relations.

3.3.2 Development of Criteria and Standards

This activity was to involve effort(s) to specify standards and criteria for the various programs, problems, and procedures within the College. The major problem which arose with regard to this activity was that at no time was a clear understanding reached as to what problems, procedures, projects were to be utilized in the development of criteria and standards. However, the following tasks were performed.

A long range planning document (LRP) was developed, primarily by the C-CEO, in order to obtain from the different departments within the College the goals, objectives, standards - in measurable terms - which governed their programs as well as the goals which governed their courses within the programs and their relation to FCC's philosophy.

Various concept papers were developed by the C-CEO based on a preliminary study of FCC and its present state of evolution. From these, as well as from the fields of cognition, learning theory, test and measurement, sociology, economics, and psychology, an overall design for the development of impact criteria and the kinds of instruments and methodologies required to measure the College's impact on the community were developed and submitted to the Office of Education in progress reports.

A model for proposed program budget (PPB) was developed by the C-CEO in conjunction with several other offices within the College, and after revision, it was implemented by the College for developing the FY '72 budget.

Based on the LRP document, a procedure system for measuring the student achievement within courses, programs, and projects within and outside the College, and, in turn, an aspect of the impact of the College on the community,was developed by the C-CEO in conjunction with the Business Division, Teacher Education, Site Planning, Program Development, Counseling, and Community Education.

Specific instruments were designed by the C-CEO for use by various areas (e.g., Lorton Project, Community Education, Anti-Drug) and are now in the process of being tested.

A major problem arose in the attempt to design standards and criteria to measure the effectiveness or impact of a program, project, and procedures. All the College's programs have not defined their own goals (i.e., what they intend their clientele to achieve, what they intend to deliver) much less state the goals in operationally measurable terms. Therefore, without measurable goals, instrumentation to measure nonexistent goals is impossible.

Further, because of the state of evolution within the College (i.e., the shifting internal organization/structure, change in personnel, precarious status of the College because of funding) and the unique nature of the College itself (i.e., not a traditionally structured entity with conventional rules, regulations, and organizational lines; rather an open-ended entity involving Congress, the District government, Federal agencies, community groups, faculty, students, etc.), major procedures are still emerging; organizational exactitude is precluded by these considerations.

3.3.3 Systematic Programming

This activity was to involve the analysis of one of the College's programs (the Cooperative Program between FCC and Goddard Space Flight Center) in terms of the requirements for systematic planning.

The analysis of the program was not performed because of the program's being almost completely discontinued by the College during the second phase of this study.

In its place, C-CEO became involved in several small high risk operations in the areas of law enforcement and drugs. The intent was to analyze them as project models for conception, feasibility, implementation, and impact as related to funding level. The idea was to conceive a funding model for high risk projects.

3.3.4 - Specific Assignments

This activity was to involve the assigning of one individual to each of the following functions - problem definition, theory development, and long range design.

By virtue of the interlocking nature of the three areas (i.e., there cannot be developed a long-range design without a theory, and there cannot be a theory developed or utilized in long-range design unless the problem to be dealt with has been defined), no individual was assigned to function only in one particular area. Instead, each individual operated in all three areas to the extent of his capabilities, knowledge, and background, with one person with a major specialization or experience in an area acting as coordinator of that area.

The area of impact design within a college and an urban community does not have, at present, any experts nor are there research designs or theories readily available or adaptable for use. As a result, each person had to self-train himself in one or more of the areas as they related to the operations of FCC, its communities, and the C-CEO. Also, there are no programs designed for people presently in the field of impact study (college-community) which can train them.

The kind of research activities the C-CEO has been involved in are not that of the traditional "Lab," that is - statistical, highly refined, organized, and controlled.

The C-CEO did produce for use by the College - a Long-Range Planning Document, a Proposed Program Budget model, an evaluation strategy model for the college, a student achievement procedures model, procedures for assessing involvement in community services, an impact design, a human relations and organizational development program, a Community Resource Information System model, an Urban Affairs Seminar model. Further, the C-CEO has been the principal designer and developer of the expanded Lorton College Prison Program and has provided technical assistance to numerous other programs developed in the College.

3.4 Statement of Clarification

While originally the five activities presented below were to be considered a re-statement and consolidation of the activities in the first three categories to be performed during Phase II of this study, they became additional activities to be performed by the C-CEO as discovered in the June 1970, evaluation of the interface project by the Office of Education and outside consultants.

3.4.1 Development and Application of Impact Measures to Existing College Programs

This activity was to involve the following process for the development and application of impact measures:

1. Goals, objectives, needs, programs, and policies stated during Phase I were to be used as base line information;

2. From (1), a starter list of criterion dimensions were to be developed;

3. The starter list would be used in interviews and questionnaires to identify additional criterion dimensions;

4. From the starter list and the additional criterion dimensions, operational definitions of criterion dimensions would be developed;

5. The operational criterion dimensions would then be applied to several operating programs for usefulness and feasibility of measures.

6. Following the first use of the measures with the programs, they would be refined and reapplied to the same programs;

7. The results would be analyzed in terms of perceived usefulness to decision makers and adequacy in providing a basis for resource allocation.

This activity was not initiated during Phase II in the manner indicated by the Statement of Clarification. The C-CEO's decision was based on a study of the required process and the steps involved as well as the intent of the activity. In other words, sufficient study and data concerning possible impact research designs, technical support, overall strategy for implementation within the College's administration, and appropriate instrument development were lacking. The inactive period of this study was May through August of 1969, at which time a director was hired. Once a staff was hired and had received some orientation, by the beginning of October, the C-CEO decided that using a "piecemeal" approach - try a little here, try a little there - was not sound nor would what resulted from this fragmented approach be particularly useful in measuring the College operating components, and the College as a total composite entity. Further, there was no differentiation within the Statement of Clarification concerning short range and long term goals and impact. The C-CEO felt that what was required was a design which would encompass the entire College and which would be operational no matter in what area it was to be employed.

As a result of this decision, the C-CEO staff proceeded with the following tasks:

1. Reviewed and analyzed articles, reports, studies from ERIC, professional journals, etc., for information concerning impact design and related areas.

2. Consulted with technicians in the field of test and measurement, sociology, psychology, research concerning impact design and measurement.

3. Developed, based on the reading and consulting, a series of papers on various evaluation strategies which might be used in developing an overall plan for the design of an impact study.

4. Developed a preliminary impact study design which was submitted to the Office of Education in May, 1970.

From the reading in the various areas and from consulting with experts within research and other areas, it was found that there is little if any hard line data on impact design. Also, there was little information of a more than theoretical nature on the methods to be employed in developing impact criteria - especially in the area of higher education with a focus on urban problem solving.

3.4.2 Experimental Public Information and Community Involvement Program

This activity was to involve, in varying degrees, three (or more) elements: (1) a procedure for obtaining citizens' contributions to policy deliberations of the College [2 aspects - to inform the public of particular policy questions under consideration and to obtain their opinions on the questions involved]; (2) Feedback seminars or conferences to provide an opportunity for systematic exchange of experiences with actual College-community programs; and (3) an annual FCC conference on D.C. urban problems. As each of these elements became operational, the C-CEO was to become involved.

However, as stipulated in the Statement of Clarification, there was no indication that the C-CEO was to inaugurate or administer these elements. Instead, as each of them became active within the College's administration, the C-CEO was to become involved through evaluating them.

- The annual FCC conference on D.C. urban problems was not initiated during the second phase of this study. However, such a conference was conducted in December with a focus on student participation.

- The procedure for obtaining citizens' contributions was laid out in seven steps:

    1. Background materials and questionnaire on permanent facilities to be used for pre-test purposes;

    2. Questionnaire and background materials to be mailed out to 1000 people;

    3. Questionnaire returns to be tabulated, analyzed, summarized, and distributed;

4. Based on pre-test results, procedure to be modified, new topic developed, and a second questionnaire designed;

5. Development of sampling plans for tapping particular sub-population as well as cross sections of the city;

6. Sampling of recipients questioned on reactions to procedures to be made;

7. Analysis of entire operation to be done for actual usefulness.

Steps 1,2, and 3 involved in the first questionnaire were sent out during the Spring of 1969. Step 6 was also begun at the same time through the questionnaire. Copies of the questionnaire as well as the results of the Questionnaire were submitted to the Office of Education in previous progress reports.

Step 5 was begun by the C-CEO through the collecting of demographic materials as well as census data on the city poulation. However, steps 4 and 7 were not implemented as a result of the de-emphasis of the questionnaire survey technique at the direction of the Office of Education.

"Feedback" seminars on various topics were organized and held by various divisions and departments within the College. However, the C-CEO was not always involved in them because of the position it held within the administrative and academic structure of the College. However, the C-CEO did develop and operate its own seminars (See 3.2.6 College-Community Seminars).

3.4.3 Assessment and Development of a Race Relations Training Program

This activity was to involve examining the "Task Force" program with the objective of assessing its relevance and success as a specific approach to dealing with racial conflict within the College. Also, the activity was to involve determining whether or not the training methods used originally to deal with racial problems and conflict could be extended to form a basis for processes that deal with conflict in general as it exists in the College.

This activity was not engaged in as stated above during the Phase II operations of this study for the following reasons:

1. The C-CEO in its beginning did not have the base knowledge of the College - its staff, faculty, philosophy, internal organization conflicts - which it would need in order to be able to implement the

Plan; and prior to becoming involved in such a high risk activity, it was recommended by the person who designed the original program (the Director of the C-CEO) that the staff needed this knowledge and needed to develop its legitimacy and credibility within the structure and operations of the College.

2. The experiences and observations by the C-CEO indicated that the crux of the strained interpersonal relationships in the College was not "race" but rather organizational growth pains.

3. The C-CEO was limited in what it was capable of accomplishing because of the small number of people within the office.

4. The Task Force itself did not operate during the past academic year because of a shift in personnel, changes in building locations (people being spread across the city because of relocation and expansion), changes in operating structure of the College, and changes in faculty and staff.

5. A proposal for the operation of a human relations training component was designed and submitted to the Office of Education within a follow-up proposal as a systematic program in the area of human relations and conflict resolution.

For further information on this area of human relations training, see the Findings Section (4.2) for a feasibility study of such a device; see also the Guideline Section (6.1) for a model for human relations training.

Presently, the C-CEO, by request of the D. C. Congress of Parents and Teachers, is developing a human relations training program for involvement of parents, teachers, school board members, the D. C. City Council, and the business community.

3.4.4 Experimentation with and Evaluation of Alternative Ways for the College to Serve as a Resource Center

This activity was to involve the exploration of two questions.

(1) What are the relative effects of the various resource uses?
(2) Who should make the final decisions regarding program implementation?

The programs which were to be explored would be funded from the operating budget of the College, and the research activities were to be funded from the FCC research project, i.e., the College-Community Evaluation Office. The activity was to proceed along the following steps:

1. A file was to be developed of all the ways for the College and the community to serve as resources to each other;
2. Data collection from college and community on what criteria were most appropriate to judge usefulness of various ways was to be made;
3. A preliminary form of an evaluation instrument was to be constructed;
4. The instrument was to be applied in two on-going projects in each of the three categories of resource center projects: College as resource, community as resource, and college-community joint involvement;
5. The instrument was to be assessed and refined and then applied to all alternative ways;
6. A set of guidelines was to be developed as a result of 1-5 above for maximizing college-community interactions.

As indicated in the Statement of Clarification, the FCC interface research project (C-CEO) was to sub-contract out for the collection of data, the design, the instrumentation and assessment.

A preliminary series of negotiations were started for sub-contracting for the necessary research. However, the C-CEO was later informed by the Office of Education, that the "outside" sub-contracting was to be eliminated. As a result, since C-CEO did not itself have sufficient staff to handle the operation, it was left with no alternative but to sub-contract within the College for survey services.

Because of staff size, number of activities to be performed, and position of the C-CEO within the College, it was decided that the office would have to consolidate and limit its efforts within certain areas. Therefore, the activity as a unified operation was not implemented. However, it was implemented in those areas in which the office opted to invest its limited resources and manpower.

3.4.5 Follow-up Interview Study of College Faculty, Administrators, Staff, Students, and Members of the Community

This activity was to involve a follow-up study of the survey done during Phase I on programming, procedures, attitudes, perceptions, stresses. Also, it was recommended that three other categories be added:

1. Respondents' views on most important of suggested programs outlined in Phase I data;

2. Topics of current interest to College decision makers;
3. Information that can support activities recommended from the findings in Activities 1-4 above.

This activity was not initiated in Phase II at the direction of the Office of Education concerning de-emphasis on surveys because of cost, usefulness, and "state of the art" views concerning operational research.

The College itself has taken on part of the task of reducing intergroup misperceptions and conflicts through the development of several workshop retreats which bring together different groups of college personnel to operate on major college problems - administrative structure, student achievement, and long range planning.

The speed at which the College is changing operations has made several suggestions regarding additional categories unnecessary. Some have already been implemented: student career counseling program, leadership training for black students (Veterans in Education, Internship in Urban Higher Education), public information programs (College Information Office, Focus, Television programs), citizen contributions on policy deliberation (Site Planning, Community Education Task Force, President's Council), alumni association plans.

4. PHASE II FINDINGS

This section reports the preliminary findings and conclusions that were obtained from the various activities within Phase II. For the sake of clarity, each activity's findings and conclusions are not presented separately. Rather, since many of them are qualitative and are common to several activities, they are presented in the following categories: (1) faculty-student involvement; (2) human relations development; (3) college-community seminar operations; (4) inter-university cooperative venture; (5) college-community resource systems operation; (6) organization of FCC and its effects on the study; and (7) role of the C-CEO in administering the study.

4.1 FACULTY-STUDENT INVOLVEMENT

Through faculty and student participation in various community projects involving services provided directly to the community and not through classes and in various community-oriented programs/courses where direct involvement with the community was not mandatory, several points developed concerning the ability of these two groups to provide community services.

FACULTY

It was found, as was anticipated, that faculty members could operate successfully on an individual and group basis in urban affairs within various programs and through related services. However, in order to be successful, particularly within the urban setting and with urban populations, they needed to possess several characteristics.

First, they had to have a general understanding of urban problems, conditions, and people. That is, while their knowledge might be academic and not based on experience, they had to have some acquaintance with the economic status and employment conditions of the inner city, the housing and living conditions, the attitudes and beliefs of inner city people.

Second, many of them did have a specific knowledge and understanding of the situations, people, problems with which they came in contact. That is, they were not naive about what or who it was they were dealing with. They had had prior experiences in similar situations or, if not in similar situations, had taken time to receive briefings from people who did know what they were about to become involved in.

Third, the faculty had to have a willingness and the ability to adapt themselves (e.g., attitudes, values, perceptions) to the situation and the people with whom they were working. That is, there was a distinction between the faculty providing services and the people receiving the services because of education, value orientation, and experiences. However, these differences could become a minor and relatively unobtrusive element in the service arrangement provided the faculty member could become a part of what he was doing. He did not remain an outsider, but he also did not attempt to over-identify with what he saw or the people with whom he worked. Further, the faculty member had to be able not to judge others based on his own values and beliefs but understand and function within those of the people with whom he worked.

Further, many of those who were most successful in the field were secure in both their own identity and in their field. That is, they did not feel that they had to maintain a distinction between themselves and those they were assisting - the concept of "I am the Expert; you should do what I say." Rather, they were able to become a part of the group with which they were operating and did not feel that they had all the answers.

Fourth, the faculty had to have a willingness and the ability to adapt or modify their field or "expertise" to the people, conditions, situations in which they were operating. That is, even though they may not have had to apply their particular field to the particular problem, situation, or group they were confronted with before; they were able to shift their focus and utilize their "expertise" in a new area for which their previous training had not, all-too-often, prepared them.

For example, individuals with training in economics have been assisting neighborhood organizations in the conception and design of socio-economic feasibility studies, an area in which the involved individuals had had no previous experience. Faculty members involved in social planning had been required by the activities they have been involved in to act as mediators and/or conciliators between neighborhood organizations both operating in the same areas.

In addition to the factors stated above, several other characteristics became evident concerning effective rendering of services:

First, some individuals were hesitant about committing themselves to providing services or becoming involved in community projects. Part of the reason for the hesitation stemmed from lack of information concerning the problems they might become involved in. Part of the reason stemmed from faculty or erroneous information derived from inadequate sources. As a result, several faculty members had misconceptions and misperceptions about the people, the conditions, and the problems of the community.

Second, their previous academic training had not prepared them to deal with the kinds of people or problems and conditions they were now facing in the inner city. They had been prepared to function within an "academic" frame of reference with particular populations and under particular conditions. Now, they were faced with a set of conditions for which they had no or little background. Also, while they possessed excellent academic credentials, they did not have a great deal of experience in the inner city or in providing community services.

Third, for some faculty, there was difficulty in relating to people of different backgrounds, value sets, and beliefs. They tended to view the people they were working with in terms of their own (the faculty members') value system, and/or may have attempted to impose consciously or unconsciously their value system on others.

Fourth, because of previous training and experiences, many faculty members felt more secure in teaching courses whether on-campus or off-campus as a part of their community service rather than becoming directly involved in community service activities or projects.

Based on the statements presented above, it becomes apparent that the kind of faculty needed to function successfully within an urban university with a major focus on urban involvement and community service should have the following characteristics:

1. A general understanding of urban problems, conditions, and people, e.g., economic status and employment conditions, housing and living conditions, attitudes and beliefs of the community.

2. A specific knowledge and understanding of the situations, people, problems with which they come in contact.

3. A willingness and the ability to adapt themselves (e.g., attitudes, values, perceptions) to the situation and the people with whom they are working.

4. A willingness and the ability to adapt or modify their field or "expertise" to the people, conditions, situations in which they are operating.

5. Tied in with points 3 and 4, a sense of security regarding their own ego identity and their field. That is, they do not become insecure or threatened by the people, problems they face, and they are aware of what they know and do not know.

If the faculty is to be able to function successfully, the institution itself must be able to do the following things:

1. Provide the faculty with valid and reliable information concerning the problems and people with whom they will come in contact.

2. Provide, if necessary, some kind of orientation to the faculty who need it prior to their involvement in community service projects.

Students

For the students, it was found that in some respects they were more successful in providing community services and in acting as a positive force in urban community service than were the faculty. The following factors seem to indicate why this success was possible.

First, the majority (93%) of the 4,700 students at Federal City College as of June, 1970, resided in Washington, D.C. Of this percentage a majority has grown up within the inner city of the District of Columbia. As a result, they are aware of many of the general as well as the specific problems in the city which affect the residents, especially in the areas of housing and living conditions, economic status and employment, education, and self-identity.

Second, as a result of their having grown up in the District, they maintain contacts within the community ("on the block") which are unavailable to the faculty and administration. They know people to contact within difficult areas, who, while they may not always be the power source or leader of a group, organization(neighborhood)do know what is happening, whom to see, what places to go.

Third, along with these contacts, they also have an identity/a rapport with the people in the community. That is, they are known as belonging to the community; further, they are also a part of the inner city groups and identify themselves with them. They are less likely to be held suspect when talking to or working with the community than are members of the faculty and administration who are outsiders by virtue of their coming from outside the city, identity with the "establishment," and social distance.

Fourth, many of the students intend to return to the community or remain within it upon completion of their studies. Therefore, this level of commitment is at a different level than that of the faculty who will move on to other colleges and universities.

An example of the involvement of the students in community services is the District of Columbia Student Community Service Corporation. This is a corporation organized and run by students with Federal City College with the assistance of the Community Education Division. At present, the SCSC is operating, without faculty volunteers, a tenants rights program in Southeast Washington, a GED program, black studies courses, and a home ownership program.

Based on the above, it becomes apparent that students, provided they have the support and backing from the institution (e.g., financial, administrative and professional), can be a major asset through their participation in community service.

4.2 HUMAN RELATIONS TRAINING AND DEVELOPMENT

Federal City College has not been immune to the complex problems inherent in the arena of urban crises and interpersonal relations. A remarkable achievement for FCC is that in view of its controversial creation and expectations beyond its physical and financial resources, it has conquered these evolutionary hazards and continues to be a credible and effective community resource surpassing its major educational objective.

For the past year, the College-Community Evaluation Office (C-CEO), an evaluation unit at FCC, has administered this research and demonstration project focused on college-community relationships. During this period, one of its major project elements has been the designing, implementation and evaluation of a series of "Urban Affairs Seminars." This seminar project composed of representatives of the college and the community has proven to be a viable mechanism for encouraging improved relationships between the College population and public and private groups and agencies in focusing, mobilizing and coordinating resources, programs and information.

As a result of the Evaluation Office's demonstrated capability to design and implement programs geared to human relations development, coupled with the fact that the C-CEO's director was also the lead designer and trainer of the human relations training programs conducted at the College in early 1969, resources for the technical and administrative direction needed to establish a Human Relations Institute at Federal City College do exist. In addition to the staff of the C-CEO, the resources of other departments such as the Community Education Department of FCC and behaviorial science personnel of the College's academic units can be recruited to staff participation.

However, some review is called for to set this project activity in perspective in terms of its virtue as an internal resource within the College and its merit to eventually increase the College's capability to better serve the community.

Between the summer of 1968 and early 1969, a small group of the College's personnel formed an Ad Hoc Committee concerned with improving intergroup relations. This group identified problems they had perceived. Some of these were: racial and educational philosophy conflicts, inefficient administration of the College, cultural shock of white FCC population, power struggles by college population, and strained communications among the college population.

On the basis of discussions with outside professional consultants, a retreat program was designed. In early 1969, on an experimental basis, the College supported this weekend retreat for human relations training of this small group of black and white faculty, staff, and students. As a result, the participants formed problem-solving work groups which finally dissolved within four months because there was no permanent institutional and financial commitment to sustain these groups.

However, this retreat training session subsequently influenced the following developments at the College: (1) the establishment of joint student-faculty-administrators committee on hiring and policy development; (2) development of a central messenger system; (3) expansion of a task force group made up of administrators, faculty, and students, and (4) a recruitment drive to persuade more individuals in the College community to attend a scheduled student organized hearing. The hearing which took place two weeks later was very effective. A newspaper article stated that more than 300 persons participated in this "gripe" session - "the two hour meeting was serious and orderly...The President had dismissed morning classes for the meeting."

A month later a one-day, follow-up program was conducted at the College. The size of the participant group had nearly doubled from 22 to 40. Several of the College staff were initiated in trainer roles as group discussion leaders. A strong sense of hope was generated even further in this session. Thus, these training laboratories had guided the College participants to: (1) indulge in healthy self-examination in terms of attitudes and perceptions inherent in interpersonal relationships; (2) promote a broadly representative task force to follow-up on identified problems; (3) establish group commitment to carry on dialogues to abate rumor spreading and establish consensus through constructive dissent; and (4) participate as trainers in this follow-up program.[4]

At the same time, during the College's first year of development, a research project known as the FAS Study, which focused on the attitudes, philosophies and perceptions of the faculty, staff, and students concluded that the College was somewhat of a microcosm of the community-at-large in reference to the trend of "racial" polarization and antagonism. The roots of this antipathy were due, in part, to educational philosophical controversies, expressed "cultural shock" experienced by many of the white college body, and an array of developmental crises relative to the College's administration, objectives, and resources.

The one common denominator dividing the College community and contributing heavily to interpersonal, philosophical, and racial antipathies was and largely remains a communication problem. Consequently, there continues to be worthwhile for the College to establish a self-rectifying program designed to promote effective interpersonal relationships among its faculty, staff, and students which is readily transferable for service to the community.

In the research study mentioned previously of FCC faculty, staff, and students, a concluding recommendation of the investigators was for the College to establish a race relations training program. It was felt that the College would have to establish its qualifications and internal capability to resolve its own human conflicts, *if it were ever to serve the community-at-large in improving its human relations*. Further, the investigators proposed more human relations training with the FCC population "to determine whether the training methods, used originally to deal with racial problems and conflict in particular, could be extended to form a basis for processes that deal with *conflict in general* as it exists within the College."[5]

In addition to the usefulness of such an institutionalized resource for the College's personnel and student body, the establishment of this institute would provide a resource to the citizenry of the Metropolitan Washington Area which is not available from any other college or university in the nation's capital. A further example of the need for such an institutionalized resource in a higher education system is reflected by a recent request to Federal City College by the D.C. Congress of Parents and Teachers, a group with a constituency of approximately 40,000 citizens.

The Human Relations Committee of the Parents and Teachers Association has requested that Federal City College "sponsor a pilot program to bring together parents, school administrators and members of the Board of Education" in order to promote communications and interpersonal relationships between parents, teachers, school board members and administrators, the business community and the city government.

> The PTA's proposal for Federal City College's assistance is based on their assessment that their is an "increasing alienation and hostility of parents toward the D.C. public schools," and that, "parents and school personnel lack the skills necessary for meaningful dialogue. They have little understanding of each other and how to solve problems together or how to attain group consensus."

Such a program can assist the community and the public school system in: (1) resolving disciplinary problems in the school system; (2) establishing better relationships between the schools, parents, the local government and the business community; and (3) developing and implementing solutions to controversial issues, for example, such as implementation of the "Clark Reading Plan," which is the adopted reading improvement program for the D.C. School System that forseeably contributes to increased communications problems.

Human relations training is readily adaptable to respond to "human" needs in support of communications problems. Thus, human relations training can operate as an in-service training and staff development technique focused on organizational and group interrelationships with the goal of affecting groupwork experiences and training in interpersonal communication skills and problem solving both within the College and in the community.

The long-range institutional goal of this project is threefold. It will enable the College to better provide the atmosphere and opportunities for members of the College to: (1) obtain instrinsic rewards from their individual and group contributions to the success of the College's overall development; (2) increase the College's capabilities to provide services to the community relative to mediation, conciliation and inter-group and inter-agency relationships; and (3) provide the experimental basis for curriculum development at the College in human relations training.

This goal requires first, the setting of the stage ot create the climate and environment necessary. For this program, personal development or attitudinal change is not the primary goal but rather organizational development and more effective communications in general. Improved interpersonal functioning, however, will be a secondary gain experienced by individual participants in this program.

As a launching point, the College-Community Evaluation Office of Federal City College (C-CEO) plans to confer further with the National PTA and the D.C. Congress of Parents and Teachers to design and implement a series of "retreat" programs involving parents, teachers, school administrators, the Board of Education and the business community.

In summary this is a proposal to assist the college community to transcend professional, ethnocentric, and political orientations, and personal ambitions for maximal effectiveness in human relationships. These objectives are in line with the overall goal of Federal City College to develop as a model for urban higher education and a community resource for the District of Columbia.

4.3 General Analysis of the College-Community Seminars

A major short-range objective of the seminar project during the exploratory/experimental phases of its development was to learn as much as possible from actual on-going experiences in order to design more effective programs. This objective, in effect, represented a built-in evaluation feature designed to meet two complimentary program needs: (1) to assess the effectiveness of the seminar operation relative to achieving its goals, and (2) to improve and/or expand the operational design to achieve an optimal level of productivity and success.

In order to satisfy these two program needs, analysis of the group work dynamics and interaction involved in the seminar process was conducted. It should be stressed, however, that the major elements comprising the pre-seminar planning, namely, timing of the seminar, location, selection of participants, and participant preparation highly influenced the quality and effectiveness of the seminar.

The analysis focused on the process of group work dynamics and interaction as demonstrated in the actual seminar sessions. This section contains an analytical discussion of the dynamics and interactions involved in group work, presented in terms of how the group process operated in each of four major areas: (1) problem definition, (2) establishment of priorities, (3) conflict resolution, and (4) concensus making.

Problem Definition. Of primary importance within the problem definition/identification phase was the role and function of the group leader. The success or failure of a group meeting often hinged upon the brief phase during which the group leader presented a general statement of the problem area with an indication of the expected group goal. This opening phase was especially critical because the statement of the problem set the mood of the meeting and determined the capability of the group to work and think effectively. A poorly stated problem could have created a good deal of misunderstanding.

Five points for presenting a problem area for group discussion were keys for aiding the problem identification and subsequent problem solving. Briefly stated, these points were as follows:

(1) The statement of the problem had to be clear and concise.

(2) Essential information had to be shared, thus increasing the competence of the group.

(3) A mutual interest had to be apparent in the statement of the problem.

(4) A major objective had to be clearly specified as a desired goal in order not to confuse by-products with the original objective.

(5) A problem statement had to encourage freedom of thought. To imply a rigid solution or to suggest alternatives could have restricted this freedom.

Another variable which had to be considered in problem definition was group size. The larger groups had a greater capability for high productivity, i.e., stimulated more ideas and responses. However, this advantage could have been outweighed by problems inherent in large groups unless carefully controlled by the group leader. These problems would include conflict resolution and consensus making in the establishment of priorities.

Establishment of Priorities---The complexity of the process of establishing priorities varied greatly depending on the size of the group, the variation of interests among group members and the richness of the supply of alterntives from which to select. In some situations the superiority of a particular idea or solution was so obvious that the priority problem was non-existent. Yet, when a fairly large number of good suggestions were proposed by a group, establishing priorities occasionally resulted in some difficulty because it indicated wide disagreement. However, the opportunities for resolving varied differences tended to be greater in such cases than in the balanced conflicts which are discussed below. Also, considerations were given to manpower, time schedule or time requirements, and timeliness in establishing priorities. Methods for dealing with the problem of selection included: (1) a straw vote, and (2) rating of preferences. And the result of this type of participation permitted everyone to influence the outcome in a positive manner discounting the influence of majority versus minority factions within the group.

Conflict Resolution---Disagreement could lead either to hard feelings or to innovation, depending on the discussion leadership. When one person disagreed with another, the latter was often inclined to feel that he had been attacked. As a consequence, he either defended himself or became angry and counterattacked. Such emotional reactions led to interpersonal conflict which was undesirable and counter-productive. The resolution of this type of counter productivity was seen as a function of the group leader who could create a climate wherein disagreement was encouraged and who could turn conflict among group members into situational problems, thereby using the disagreement constructively to increase innovation.

However, it was also found that sometimes there were "chronic objectors," persons who resisted compromise regardless of opposition, and that the group could not be sacrificed for one poorly adjusted individual - or a "minority of one" so to speak.

One of the important factors in consensus making appeared to be satisfaction with a decision. This satisfaction was not a function of the mere opportunity to participate but whether or not the members felt satisfied with the amount of influence they had had in the final decision. Hence the final decision was a product of the group's collective work and thoughts, not the product of a few individual inputs.

Problem-solving seminars while involving the four areas previously discussed (problem definition, establishing priorities, conflict resolution, and consensus making) also require or should require the incorporation of certain basic points utilized in the "systems approach." There are, in general, eight points which characterize the typical application of systems analysis to planning strategies for attacking problems:

(1) State the real need you are trying to satisfy.
(2) Define the educational objectives which will contribute to satisfying the real need.
(3) Define those real world limiting constraints which any proposed strategy must satisfy.
(4) Generate many different alternative strategies.
(5) Select the best alternative(s) by careful analysis.
(6) Implement the selected alternative(s) by careful analysis.
(7) Perform a thorough evaluation of the experimental system.
(8) Feedback the required modifications and continue this cycle until the objectives have been attained.

Systems analysis is a point of view and a set of procedures which enable decision makers and developers to examine carefully and systematically the way in which an attack on a social or educational problem might be made. It lays out a schedule of activities and emphasizes the areas in which problems may arise. But systems analysis as a tool does not in itself assure the successful outcome of an attack on a problem. Systems analysis represents the formalization and the procedural expression of the approach the wise, systematic, and successful men have always taken in trying to solve their problems. In education it has a particular applicability because it places much emphasis on the problems of implementation, evaluation, feedback, and revision - an emphasis which is applicable to the achieving of the objectives of the urban affairs seminar project.[6]

4.4 INTER-UNIVERSITY COOPERATIVE VENTURE

Within Washington, D.C., there is an increasing proliferation of services, projects, and programs being provided to the inner city by various Federal and District agencies, public and private organizations, and area colleges and universities. At the same time, the number of organizations and agencies operated by inner city residents which provide help to themselves (i.e., self-help) within the inner city is increasing. Yet, for all these agencies, groups, and organizations, there are still many people, neighborhood groups, and areas with no internal self-help, few outside services provided, and little if any idea of how or where to obtain services or how to develop their own capabilities to help themselves.

With this expansion has come a corresponding fragmentation of effort. While more and more services are being provided by more and more agencies, there has developed less and less coordination between agencies with similar, related, and even identical services. Each agency can become so involved in what it is doing that it loses sight of or is unaware of what others are doing. Because of this lack of coordination and communication, the results - the successes and failures of various agencies' services and the reasons for them - are not readily accessible or available to other agencies. This can and often does lead to duplication of effort and inefficient use of resources and capabilities - which many agencies can ill afford and which can force them to cut back on their efforts. Also, there has not been as much cooperation as there needs to be in design of joint services and cross utilization of different agencies' resources, people, capabilities in providing the service to the area(s) of need.

Also, some institutions of higher education are providing needed services to the community through outreach programs and projects. However, as in the case of the Federal and District agencies, the public and private organizations, and the inner city groups, there has not been developed a coordinating body which would consolidate and focus the institutions' resources and capabilities for providing urban services.

Finally, whereas universities, such as the University of Chicago and the University of Pennsylvania along with interested groups, have formed educational corporations to attack major urban problems, e.g., urban housing, small business development, the major metropolitan Washington institutions of higher education have not formed any such similar organization. Yet, with their combined resources and capabilities, they could well become a major force in urban affairs within the city.

The question is: Is an inter-university cooperative venture feasible - one which serves to coordinate the various institutional resources (e.g., alumni, urban service programs, information exchange, program development) in a unified attack on urban problems and conditions?

In early 1969, contact was made between Federal City College, through the College-Community Evaluation Office, and the Queens College Alumni Association of Metropolitan Washington concerning the Association's possible usefulness to the College. From various meetings, the idea developed that alumni groups from colleges outside of the metropolitan Washington area were not being particularly well-utilized to provide any kinds of services to the community. That is, the area colleges were not utilizing the talents of alumni groups from colleges outside the D.C. area in providing services to the community. Nor, apparently, were they utilizing their own alumni in any similar services.

As a result of the contact with the alumni group from Queen's College, conversations were held informally with Howard University and American University alumni groups concerning their activities as organizations and as individuals in the area of community services in order to confirm this assumption. From these conversations, it became apparent that the area colleges were not utilizing their own alumni as a well-trained group of people to provide service to the community through their colleges much less the alumni of other colleges outside the Washington Area. The major role that was being played by the alumni was that of fund raising and fraternalizing. And from the direct contact with the group from Queen's College and the informal contacts with Washington Area alumni groups, it became obvious that there were a number of individuals who wished to become involved in the community service projects of the colleges as volunteers if such an arrangement could be made.

Second, as a result of the alumni conversations, contact was made with the American Alumni Council which includes 1,500 colleges, universities and independent secondary schools. It generally focuses on the wide range of problems confronting administrators in the area of alumni affairs, e.g., fund raising, community relations, communications. And from studying its materials, it seems that the use of alumni as a volunteer force in community service operations is not a major focus.

A second area which was studied along with that of alumni utilization was the provision of community services by metropolitan Washington institutions of higher education, e.g., Howard, FCC, George Washington University, University of Maryland. And based on a study done by the Bureau of Social Services Research, Inc. (BSSR) under subcontract to Federal City College for this project, it became apparent that there are many different kinds of programs, projects, and services being provided to the inner city of Washington, many of which while not exactly the same in operation and target group served were similar in intent and content. For example, in basic education, there were thirty-four(34) volunteer projects provided by eight(8) different area colleges. In social, cultural, recreational, and rehabilitation programs for inner city poor, there were twenty-six(26) known projects provided by eight institutions, and in the area of professional service - legal aid and counsel for inner city poor, nineteen(19) projects were operated by six(6) institutions.[7]

What becomes apparent from this study as well as from talking to people who run projects and those who need services are two points: First, there is a lack of communication and coordination between similar projects at different institutions. That is, no one knows what others are doing in the same or similar fields. And second, the people who need services are not always aware of what is available to them, much less where they can obtain the assistance.

The BSSR study indicates by implication that there is obviously a need for some kind of centralized unit which can provide information to groups needing services about available services as well as information to service agencies about others operating identical or similar services.

A third area which was considered concerning an inter-university cooperative venture was the coordinated program design and operation. At present, there is a consortium of metropolitan area colleges and universities which involves five institutions; Howard University, American University, George Washington University, Georgetown University, and Catholic University. This consortium is not primarily concerned with the design and operation of urban service programs or urban problem solving. Rather, it has operated, up to the present, in the area of academic courses. That is, a student from one member college can take courses at another and have the credits transferred back to his home college. However, the consortium has been involved with the Metropolitan Center for Urban Studies. But, this is less an action-oriented center than a study producing center.

As a result, there is, at present, no unit or organization within the Washington institutions of higher education which provides actual centralized program design and operation for community needs.

While from conversations and meetings, it is apparent that alumni groups providing services on a volunteer basis within the community and the development and operation of an information center on community services are both feasible, the feasibility of a centralized community program design and operations unit for community service is less obviously evident. The reasons for this are three.

First, the orientations of the area institutions of higher education, with the exception of Federal City College, because of its being an urban land grant institution, are slanted toward the traditional concept of a university's role in community affairs. That is, it generally remains aloof from or only tangentially involved with (e.g., faculty or administrators on committees) the problems and people of the community. Also, in the same vein, the institutions have each remained as separate and distinct entities generally in competition with each other, not in complement with each other.

The second point derives from the first - the allocation of priorities and resources. As a result of the orientation, the priorities are focused in other areas than community problem-solving or urban affairs and so then are the resources (e.g., money people, facilities) which might be used in solving urban problems. And third, because of orientation, priorities and resource allocation; the institutions have not combined operations to attack urban problems. While they have the capabilities, they do not have the experience and, therefore, may well be hesitant about becoming involved in such a joint operation.

From the conversations, meetings, and studies concerning alumni involvement in urban problem-solving, information gathering and dissemination, and combined operations of urban programs and projects, two points are evident. First, there are a number of alumni of both metropolitan Washington institutions and institutions outside the metropolitan area who are willing to work in community type projects, provided their talents are not squandered. Second, there is a need for an information gathering and dissemination service on community project services. And such a service could be developed based on the commentary of various agencies and projects. Third, the joint combined operation of urban projects is the least readily acceptable and implementable concept because of the generally established modus operandi of institutions of higher education - each one a separate entity unto itself.

4.5 COMMUNITY ADVISORY FORUM SURVEY

Federal City College has responded to those challenges that face urban higher education by exploring innovation approaches to achieve citizen participation in an educational system that transcends the area of curriculum content and pedagogical techniques. All of the various phases of the college's "interface project" underscore the need for FCC to continue exploring ways of providing service to the surrounding community. It was obvious when looking at the problem of implementation that a special methodology was needed to identify and categorize the changes in relationships, procedures and practices required to administer the allocation of college resources in urban problem-solving. A system for providing and evaluating technical assistance had to be developed (See 6.20 College-Community Information/Resource System). The College not only had the responsibility for providing assistance/service to the community but also had to establish a system whereby the community could participate in shaping the college and its programs.

The initial Community Resource Bank Survey is discussed in Section 3.20 of this report. This operation involved selecting interested community residents to participate in a Resource Bank. Another survey was planned by C-CEO to further involve residents in the decision-making process of the college. Since this office was instructed by OE not to pursue that direction, the college's Office of Site Planning and Development recently administered just such a survey. C-CEO assisted in the design and content of the survey instrument and is providing support staff in the data analysis.

A preliminary report on the "Community Advisory Forum Survey" was recently released and many of the findings will be condensed in this report.[8] The survey was designed to accurately measure the feelings and opinions of the black population in the District of Columbia with reference to Federal City College. The Site Planning Questionnaire was a viable vehicle for continuing inputs into the college and establishing a citizen participation mode.

The questionnaire implemented for the purpose of survey covered the following areas of vital interest ot Federal City College: (1) knowledge of FCC, (2) Educational purposes, (3) Campus development, (4) Operating policies and (5) Personal information pertaining to the respondents. Fifty organizations were contacted to insure that a representative sample of the D.C. population was surveyed. The groups included community organizations, professional, labor, civic, religious and social action organizations. These included tenants groups, the Teacher's Union, the NAACP and the Northeast Neighborhood Council, to name a few. The total number of respondents was 4,742. Overall, this group can be categorized as mostly female and mostly black, in the 35 year and under age group. This profile closely approximates the demographical data of the District of Columbia. The respondent group was 56% female and 38% male. The racial make-up was 80% black, 11% white, 1% other and 8% chose not to specify.

Many items of great import were gleaned from this particular survey. Respondents overwhelmingly knew something about the college (77%). This is significant since Federal City College has only been in operation a little over two years. Nearly one-half of those surveyed felt that FCC's primary goal was to provide quality higher education for District of Columbia residents. In the opinion of the respondents, FCC should direct its outreach attention to the local areas Northwest sections of the central city (Shaw, Cardoza, etc.) and Southeast Washington (Anacostia).

In the area of high-level policy decisions, those surveyed felt that FCC should have high priority in funding from the District government. Fifty-seven percent of the respondents were even willing to support a higher education tax that would go towards financing public higher education in the District. Residents also felt that FCC should concentrate its resources on certain urban problems. 'Education' was first, followed closely by 'drug addiction and alcoholism'. 'Welfare and proverty' and 'crime and law enforcement' got equal emphasis and tied for the third spot.

One-fifth or (19%) of those surveyed felt that no student should be denied admission to FCC because of his inability to pay. This kind of input will be useful in structuring future admissions policy. Although this analysis briefly covered the highlights of the CAF Survey, it is immediately obvious that an instrument of this nature is helpful for getting community opinion for present and future policy-making decisions.

The recent Community Advisory Forum Survey, one aspect of the community resource information system, can be viewed as a prototype for other universities attempting to involve "their communities" in college decision-making. The following model can be used as a guide for constructing and administering a similar survey in an academic setting.

STEP 1: Decide which program areas you intend to cover in such a survey. The following areas were considered significant for the Community Advisory Forum:

a. respondent's knowledge of the school
b. personal information pertaining to the respondent - (profile of the respondent)

c. respondent's views on educational purposes of the college

d. respondent's view on particular area of city which deserves most attention from the college

e. respondent's opinion on campus development (For a new school, this will aid in permanent site selection. For an established school, a question in this area will be helpful for deciding on future building)

f. respondent's view on college's operating policies This category can cover a broad range. Included can be:

   1. respondent's view on tuition
   2. respondent's view on current admission policy
   3. respondent's view on sources of revenue (If school is a state or land-grant institution, is the level of funding adequate?)

STEP 2: Identify the constituency which you intend to poll.

STEP 3: If possible, establish a Community Advisory Forum (composed of community organizations given financial recompense for getting questionnaires returned completely and promptly). Include among the groups community organizations, civic associations, social-action, labor and religious organizations.

STEP 4: Have community groups distribute, administer and collect questionnaires. (A brief training session might be helpful for members of the assisting community groups.)

STEP 5: Insure that the responses to the questionnaires are rapidly summarized and made available to policy-makers and planners.

STEP 6: Also see that respondents receive acknowledgements for their involvement, and an analysis of the findings. A thoroughly compliled listing of the respondents can be a useful part of the community resource bank for future surveys and information dissemination.

4.6 FCC COOPERATIVE COLLEGE/PRISON PROGRAM

The Prison College Project of the Federal City College was inaugurated in the spring quarter of 1969, to ascertain the feasibility of college-level instruction for Lorton Youth Center and Correctional Complex inmates.

The " trial" instruction was conducted with funding assistance from the D.C. Department of Vocational Rehabilitation and from the Sears, Roebuck Foundation. Freshman credit courses in sociology, Mathematics and English were offered by Federal City College.

The Program was continued from September, 1969 through June, 1970 with support from the Law Enforcement Assistance Administration.

Fifteen different courses have been presented in 32 classes during the five-quarter period of the Project thus far. A total of 729 enrollments involving 161 individual students have been accumlated.

When viewed evaluatively, five aspects of the program are worthy of note:

1) Grades tended to concentrate in the B and A categories. The modal grade for Complex students was A;

2) Instructors observed that the Prison College students performed better than students in the classes they taught at Federal City College;

3) Of the 56 parolees from the Prison College Projects, 80 percent were enrolled in Federal City College or Washington Technical Institute at the beginning of the spring quarter, 1970.

4) Of the 56 parolees from the Project, only three (5.4%) have violated parole and been returned to prison.

The C-CEO conducted a preliminary evaluation of this program and designed a comprehensive proposal to seek support for expansion of the Federal City College's baccalaureate degree program in co-sponsorship with the District of Columbia correctional complex at Lorton, Virginia. This proposal has been submitted to a major private foundation.

Under the proposed program, the College would receive a grant totaling $3.6 million over a four-year period. This grant would supplement a $3.9 million combined contribution from the College and the D.C. Department of Corrections.

The proposed expansion of the program would:

1. Increase the number of inmates and parolees in the program from 161 to approximately 400.

2. Provide a system of half-way houses jointly operated by the College and the Department of Corrections for the purposes of rehabilitation through higher education.

3. Establish a Black entrepreneurial venture, under the auspices of a non-profit management corporation, which will, at the end of the grant period, yield an income to fully provide for the student stipends requested by this proposal.

4. Result in a well researched and validated four-year degree program "curriculum package" which other colleges may utilize in initiating or strengthening degree programs for rehabilitation in local prisons.

   The men currently enrolled at Federal City College have initiated four significant community service projects which are directly related to their educational experiences.

The Federal City College Urban Higher Education Fund, Federal City College, the D.C. Department of Corrections and a major private foundation feel that this educational program shows great promise in the area of criminal rehabilitation. FCC therefore, is seeking ways to provide for an expanded program which will establish itself as a national prototype for the utilization of the educational resources of Colleges and Universities as a principal tool in the genuine rehabilitation of criminals.

The Federal City College and the District of Columbia Department of Corrections are prepared to commit all available resources to this program, but are unable to meet the costs involved in three areas:

1) Student/parolee transitional and ongoing support.

2) Detailed Curriculum Development for dissemination to other colleges planning similar programs.

3) Internal Research and program evaluation to certify and strengthen program validity in the uses of higher education as a rehabilitative tool.

In this proposal, the Federal City College seeks support in these three areas critical to the proposed expansion of the FCC-Lorton Prison College Program.

This program is viewed as the most high risk project in which the C-CEO was engaged based on the program's college-community interface impact.

4.7 COLLEGE-COMMUNITY RELATIONS AND THE ORGANIZATION OF FCC

The original intent of the College-Community Evaluation Office was to develop, administer, support, and/or evaluate specified activities concerned with college-community relations. However, as can be seen from the descriptions of the various activities that were to be performed distinct from the actual tasks performed, there were differences in many cases between their conception and implementation. The reasons for these differences lie largely within the nature, stage of development, and mission of Federal City College as an urban land grant institution of higher education, the mandate of one division with the College, and the nature of many of the faculty as well as of the student body.

First, Federal City College was founded as a land grant institution and the only public institution of higher education in the nation's capital. As such, the College would be expected to provide those extension services in the areas of community work associated with other land grant institutions. However, since the College is not located in a rural setting, but in an urban one, it provides some of the services of a regular land grant institution, but at the same time its particular services are adapted to the urban environment and its needs.

The normal extension work it provides, such as consumer education, nutrition, family health, and family housing, had not as yet been implemented during Phase I of this study. It was not until the fall of 1969, during Phase II of this study, that the urban extension services really began to be implemented, for example, operations of joint college-community centers, legal assistance, high school diploma equivalency assistance, and so on.

Second, within the College, one of its divisions has become responsible for fulfilling the requirements contained with the land grant act concerning the provision of community extension work. This is the Community Education Division (CED). It has become responsible for the major community operations carried on by the College within the city, for example, community extension services, adult education, community projects, development of self-help groups, Lorton project, anti-drug project, etc. Through such programs and projects and the fact that they generally operate within the community, the CED has also become a major force in college-community relations.

Third, a majority (93%) of the students are from or reside in the District of Columbia. Rather than having to persuade them to become involved or design projects/programs through which they can become involved, they have involved themselves in community service, and, as a result, in college-community relations by their activities. They are a part of the city in which the College is located and are not, as is so often the case at other institutions of higher education located in urban areas, drawn from many different parts of the country with a resulting tangential interest in the college community, not a deeply committed one.

Further, several difficulties arose regarding the operation and the intent of the study. One problem was the six month hiatus which occurred at the beginning of Phase II and which placed the staff of the C-CEO in a very precarious position regarding the implementation of Phase II and the projected Phase III operation. A second obstacle was the addition of five major tasks to the fifteen previously proposed and accepted project activities. That is, a statement of clarification was requested by the Office of Education concerning the project's activities. Such a statement was developed, which involved restating and refining the original proposal's fifteen activities as five major tasks. However, rather than "replacing" the original fifteen activities, five new ones were added on. A third problem was that the "statement of clarification" was never clarified to the staff who performed Phase II. This last point was crucial since this staff was not involved in Phase I or in the development of the Phase II proposal or the statement of clarification. It was not until the evaluation of this "interface" project by the Office of Education in June 1970, that the C-CEO staff became aware of the actual "Statement of Clarification" document.

As a result of these factors, the study could not forseeably have operated as originally conceived. What was needed for FCC and what might well be needed by any institution operating in a similar area (i.e., the role of college-community relationships in a higher education) is an evolving study. That is, a study which, while maintaining the focus and intent of the original conception, could be free to redesign, delete, modify, and/or expand its activities and tasks according to the shifting development within the institution and its operational structures, programs, policies, and the procedures. In the final analysis, the College developed at a greater pace than was originally conceived during the second phase of the study. As a result, many of this project's planned activities were implemented by other departments before the C-CEO could gear up to initiate them. Others were dropped by the College for budgetary reasons; still others had to be modified because of necessary organizational changes.

4.8 COLLEGE-COMMUNITY EVALUATION OFFICE: ITS IMPLEMENTATION OF PHASE II

The establishment of a research office in an already established institution typically represents an intervention into the administrative structure. And the development of the College-Community Evaluation Office, set up to provide the necessary administrative mechanism to continue this study during its Phase II, was no exception. For, as a new unit and operation, in an institution which itself is new and is in the provess of evolving, the C-CEO was frequently perceived as a threatening object - in part because of its designation as an "evaluation" office. Thus, at its outset, the C-CEO was faced with establishing its legitimacy and credibility, and thus its image, as a positive force and supportive element in the College's overall administrative autonomy. This was a tedious and difficult process requiring strategies to effect workable interdepartmental relationships within the College and especially those departments which have official community service roles and responsibilities.[9] These strategies included:

(1) programming the participation of those departments as much as possible into the activities of this study under the administration of the C-CEO such as the urban affairs seminars, skills bank, community service.

(2) providing services and consultation in program design, program development, and evaluation to different departments by the C-CEO staff.

(3) providing consultation to and/or representation on various committees concerned with long range planning, research project design, systems design.

(4) providing some manpower support for projects of those departments assisted in the area of program design as well as re-allocating resources of the C-CEO's fiscal wherewithal which represented a "shot-in-the-arm" approach.

A second area of difficulty and one which is the initial one to overcome if a research office such as the C-CEO is to survive and succeed is the recruitment of atypical research personnel. That is, such an office needs staff who have a high tolerance for ambiguity and who can thrive in the face of barriers characterized by the lack of well-established bureaucratic structures. Further, such a staff must then engage in pioneering efforts to create an intrinsic sense of purpose within themselves while at the same time functioning as architects of organizational development within the framework of operational research. Such personnel are not readily available on the open market, i.e., persons with training and experiences which are designed to equip the researcher to define his role and position within an institution while concurrently defining and implementing a study which is dependent on obtaining cooperation for the support services needed.[10]

What evolved, in part, was a self-training program by each staff member within the area to which he was assigned as well as in-service training exercises by the already present personnel within the office for knowledge acquisition in the general areas of college-community relations, research and college structure, organization, and administration. Also, a kind of training process evolved through having each member, while primarily involved in or responsible for one project activity or area, also involved with other sub-projects of the study. Thus, rather than becoming or remaining "specialists" within a certain project area, staff of the C-CEO become generalists with varying degrees of knowledge about interrelated projects in College Relations and operational research. This generalist approach was particularly required since a number of the projects of the study were interrelated such as the FCC Skills Bank, and the Professional Services Activity.[11]

The C-CEO, as a superficial emerging part of the administrative anatomy of the College, forecasted to become an integrated element within the College's total structure never materialized. The office began as a satellite unit outside of the formal administrative or line structure of the College and from an organizational standpoint, maintained this creative but precarious status.

Whether in a new and evolving institution of higher education or in an already established one, an office such as the C-CEO, which is involved in research on college-community relationships, must be in a viable position within the administrative structure of the institution. It cannot function effectively as a satellite unit highly dependent on the principle of "friendly persuasion" if it is to achieve any major measure of success. And as such an operation outside the main context of the institution's structure, it cannot gain the legitimacy, credibility and coordination needed to perform at a maximum level its various tasks which in some measure embrace the whole of the institution.

5. INTRODUCTION TO GUIDELINES FOR URBAN
College-Community Program Models

Within the past decade America has become acutley aware of the velocity of change within its urban centers. The country now finds itself faced with urban crises which require new and innovative approaches to problem solving, and as a result, one fact has become inreasingly evident: social and educational institutions must adjust to the rapidity of change and, in turn, modify their roles to become effective in the light of the current myriad of domestic urban crises.

Institutions of higher learning have been spotlighted as a major focal point from which urban problem solving and community involvement techniques should emanate. Colleges and universities have been confronted with this challenge in part because of their locations being in, or in proximity to, urban areas, and partly because of the recognition of the university as a major resource containing high level skills and expertise. Unfortunately, universities and colleges have not traditionally been adequate in meeting their community responsibility, and are now being pressured to assume a more responsive posture in the alleviation of pressing urban/social problems.

That urban universities are badly in need of guidelines to aid and direct their attempts to become relevant and responsive to urban needs is apparent. The trial and error method heretofore employed has not only proved costly in terms of wasted time, monies and energies, but also proved to be ineffective, i.e., has few institutionalized viable solutions. At this point in time, the critical condition of urban living demands the application of "proven" guidelines which blueprint the procedures and processes required to meet current urban needs that are replicable at urban institutions of higher education across the nation.

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The founding of Federal City College in the Nation's Capital is in effect an effort to create an educational institution that is responsive to, involved with, and relevant to the social and economic problems of an urban complex. One of its major missions is to discover different methods for rendering college resources relevant to the solutions of social, economic, and racial problems in the urban area. As Robert Finch, Special Assistant to the President, has stated "Federal City College is the community's own college, consciously related to the particular problems of life in the Nation's Capital, and frankly of service to the disadvantaged among its people..."[12] Its stated role encompasses the generation of action projects which bear on urban problems, to demonstrate production models of human interactions, and to project its resources into the community.

Federal City College as a model urban institution of higher learning is vested with the task of developing innovative approaches and models. As an architect of model development, FCC's intra- as well as inter-university transactions have been translated into operational formats, tested, evaluated and analyzed.*

On the basis of the analyses of procedures and processes involved as well as the outcomes of FCC's exploratory and experimental efforts, four operational models have been designed as suggested guidelines to promote reciprocal benefits in college-community relations and development. These four model guidelines are in the following areas:

(1) Human Relations Training and Development

(2) College-Community Information/Resource Development

(3) Urban Affairs Seminar

(4) Inter-University Cooperative Venture

Within the first area, Human Relations Training and Development Model, the long-range goal is to enable a college to better provide the atmosphere and opportunities for members of the college to: (1) obtain intrinsic rewards from their individual and group contributions to the success of the college's overall development; (2) increase the college's capabilities to provide services to the community relative to mediation, conciliation, and inter-group and inter-agency relationships; and (3) provide the experimental basis for curriculum development at the college in human relations training. To accomplish this goal, the model delineates the strategies as well as the procedures and processes involved in:

(a) the development of improved communication skills of the college community based on interpersonal sensitivity and appreciation for ethnic, racial, interdisciplinary, cultural and organizational development issues.

(b) the institutionalization of a systematic and disciplined approach toward lessening internal conflicts and misperceptions among the college population.

(c) the development of group leadership skills among the college and community groups.

(d) the training of a cadre of college personnel and students who can perform as human relations trainers.

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* For a description and analysis of these operational formats (action projects), see Sections 3. and 4. of this report.

(e) the provision of a systematic approach for the assessment of techniques and methods of promoting effective intergroup, inter-departmental and college-community relationships.

The design for this human relations training model calls for implementation in five phases: Phase I - Consultation and Planning; Phase II - Training Institute; Phase III - Training Trainers Institute; Phase IV - College-Community Relations Institutes; and Phase V - Evaluation.

Within the second area, the focus of the College-Community Information/Resource Development Model is primarily upon the development of methods to identify, mobilize, and coordinate the human and physical resources of both the college and the community for mutual benefits. The model presents strategies for achieving this goal, including the procedures and processes involved in:

(a) the assessment of existing college resources and talents.

(b) the assessment of existing citywide community resources and talents.

(c) the development of a bank of people, groups, teams, knowledgeable in the areas of health, welfare, housing, economic development, community organizations, etc.

(d) the coordination and computerization of available college and citywide resources and subsequent provision of assistance to inner-city groups in program planning, implementation and/or evaluation.

(e) the establishment of a college or university as a permanent clearing house and referral center for technical assistance and information.

Within the third area, the Urban Affairs Seminar Model has been designed primarily:

(a) to provide a vehicle for focusing, mobilizing, and coordinating the diverse organizations and interests of those who are dedicated to bringing about positive social change within a community

(b) to serve information exchange and positive communication functions

(c) to provide immediate learning experiences relevant to the questions of how to develop and implement effective college-community programs

This model is designed to have a built-in action capability with a sequential program design feature, operating in terms of four discrete phases: Phase I would serve a problem identification function; Phase II would focus on the design and implementation of an action strategy aimed at solving the problem identified in Phase One; and Phase III would function as a feedback session providing an opportunity to report and evaluate the outcome of efforts to implement the Phase II strategy which, if unsuccessful, would necessitate the group returning to the Phase II operation for further planning.

The long range purpose of the fourth model, Inter-University Cooperative Venture, is to develop in three major stages a non-profit educational corporation which would function as both an advocate and an action agency in the area of urban problem solving within a community. The strategies for achieving this goal are presented in terms of a three stage operation:

(a) to develop a centralized information and referral center on services available to a community's residents, organizations, groups from public and private groups, Federal-State-local government agencies and area colleges and universities.

(b) to develop within the center the capability for the design of projects, services, programs and a mechanism through which they could be implemented jointly by area colleges and universities and other interested agencies and groups.

(c) to develop a non-profit educational corporation which would become a major advocate and an action agency in urban affairs within a community.

Each of the following four model guidelines briefly introduced above are presented in this section utilizing the following general format: rationale, objectives, operational design, and anticipated outcome. While each of the models is designed to operate as separate entities, it should be noted that there is an inter-relationship between them. The College-Community Information/Resource Model and the Urban Affairs Seminar Model function both as independent operations and as integral parts of the Inter-University Cooperation Venture model.

6. PROGRAM MODEL GUIDELINES

6.1 HUMAN RELATIONS TRAINING AND DEVELOPMENT MODEL

A. Rationale

Institutions of higher education in America today face a myriad of challenges relative to human relations. The range of the challenges and problems stem, in great part, from the metamorphic and revolutionary dynamics relating to the roles and responsibilities of the college and university in urban problem solving. Few campuses in the nation have not been confronted with an array of unresolved issues, such as student and faculty involvement in policy making, community participation, institutional racism, academic freedom, drug indulgence, reactionary administrative styles, and college-community relationships. Increasingly, colleges and universities are being called upon as a resource to serve the community in attempts to resolve communications problems relative to inter-group and inter-agency relationships.

Human relations training, is readily adaptable to respond to "human" needs in support of communication problems. Thus, human relations training can operate as an in-service training and staff development technique focused on organizational and group interrelationships with the goal of affecting groupwork experiences and training in interpersonal, communication skills and problem solving both within the college or university and within the community.

B. Objectives

The long-range institutional goal of this model would be threefold. It would enable an educational institution to better provide the atmosphere and opportunities for its members to: (1) obtain intrinsic rewards from their individual and group contributions to the success of an educational institution's overall development; (2) increase the institution's capabilities to provide services to the community relating to mediation, conciliation and inter-group and inter-agency relationships; and (3) provide the experimental basis for curriculum development at a college or university in human relations training.

This goal would require first, the setting of the stage to create the climate and environment necessary. For this program, personal development or attitudinal change would not be the primary goal but rather organizational development and more effective communications in general. Improved interpersonal functioning, however, would be a secondary gain experienced by individual participants in this program:

The specific objectives would be:

1. To develop improved communication skills of the college

community based on interpersonal sensitivity and appreciation for ethnic, racial, inter-disciplinary, cultural and organizational development issues.

2. To institutionalize a systematic and disciplined approach toward lessening internal conflicts and misperceptions among the college population.

3. To develop group leadership skills among the college and community groups.

4. To train a cadre of college personnel and students who can perform as human relations trainers. This will result in the establishment of an internal training capability for the college.

5. To provide a systematic approach for the assessment of techniques and methods of promoting effective inter-group inter-departmental, and college-community relationships.

The training objectives of such a program would be:

1. To introduce methods and techniques in general;

2. To teach sequential and flexible problem-solving techniques;

3. To develop interpersonal communication skills in areas of verbalizing, non-verbal communications, perception-checking self-awareness, and group leadership techniques;

4. To provide training in group consensus making;

5. To aid in the establishment of solidarity between staff, faculty and students;

6. To encourage increased openness and confidence between the College and community populations;

7. To provide a mechanism for built-in socialization and sensitizing of new personnel and students into the group-work oriented philosophy as an inservice training approach;

8. To develop a cadre of college personnel capable of assisting the community in human relations and mediation.

C. Operational Design

The design for this human relations training program initially would call for the voluntary participation of at least one representative from each of the college's academic departments, administrative offices, and the student government. Subsequent phases of this program would also include representation from community agencies. (See Phase IV).

There would be five phases in the implementation of this project. Reputable professional trainers, in consultation with the program administering unit, would design and conduct the project training sessions.

Phase I: Consultation and Planning

The first phase would call for a day-long session at the college between representatives of the college populations, including the program administering unit which originated the project, and reputable "outside" human relations training consultants. During Phase I there would be a refinement and clarification of specific training goals for the subsequent institutes and workshops of the other phases by participants through group workshop exercises.

Phase II: Training Institute

This would call for a weekend retreat to be held in a residential setting for the self-selected representatives of the college (approximately 30-40 persons). This session would include laboratory training methods with focus on role identification and analysis, and problem-solving. This would involve a combination of group leadership skill training along with "sensitivity" training exercises. During this phase participants would engage in task oriented games, group discussions, theater-in-the-round feedback sessions, role playing, role reversal, and job simulation. Problem-solving techniques in interpersonal and organizational relationships would be experienced. Sub-groups would engage in refined problem identification requiring decision and consensus making among the participants.

Phase III: Training Trainers Institute

This institute would call for several follow-up weekend retreats. The Phase II session would have served to identify promising human relations trainers within the college community. Thus, Phase III would be to serve as training laboratory for persons who are capable of functioning as trainers and assistant trainers in other programs within the college and the community. There would be a five-step sequential problem-solving procedure:

1. Demonstration of problems as perceived by participants;
2. Diagnosis of problems;
3. Free flowing (brainstorming) discussion to seek solutions;
4. Designing (in sub-groups) action-plans and strategies for conflict resolution; and

5. Testing of plans in the group for feedback, feasibility, and perception checking.

Phase IV: College-Community Relations Institute (s)

These workshops would involve community representatives from local institutions including other colleges, human service agencies, local PTA's, local Board of Education, City Council members, Public School personnel, and members of the business community. This would also provide the laboratory for the newly trained college persons to work directly on community problems as human relations developers and resource personnel.

As a launching point, the program administering unit would confer further with the national and local parent-teacher associations to design and implement a series of "retreat" programs involving parents, teachers, school administrators, the Board of Education, and the business community.

The resources of the program administering unit and other departments within the college should represent a source of professionals in human relations training and urban affairs. However, since conceivably a large proportion of these sessions would include weekend retreats, the contribution by the college resource personnel would not be covered by salary considerations. Consequently, a source of funding must be found to, not only to cover expenses for these programs, but also to cover the costs for recriuting and utilizing outside expertise prior to the full maturation of such a Human Relations Institute. Basically, at the outset, it would be an issue of manpower available in greater numbers to community services which are required outside of regular working schedules.

Phase V: Evaluation

A two-day clinic would be held with the college participants, and the community representatives. The purpose would be to further establish the evaluation basis of the four phases of the project. Special focus would be on a critical examination of the training model and methods. Also the participants would explore ways to extend this new training capability of the college to better serve the community as a means of urban crisis intervention, community problem-solving, and improved college-community relationships. Criteria for measuring the qualitative quantitative impact of these programs would be defined in consultation with the participants of the programs.

This project would be suitable for on-going evaluation to measure its impact. Performance criteria measurements would include:

- The extent to which the discrete phases of this project reach their goals and objectives;

- The extent to which the project demonstrates its influence in developing group consensus amongst the various participants;
- The extent to which improved communications between the participants is discerned;
- The extent to which the trainee participants demonstrate skills in human relations training;
- The extent to which this project demonstrates the viability of forming the basis for establishing a Human Relations Institute at the college.

D. Anticipated Outcomes

- The institutes and workshops of this project are designed to provide experience, knowledge, and skills in human relations training and development for its participants. Leadership skills would promote conflict resolution through application of group work methods within the college, and develop a sorely needed manpower skill for application in resolving community conflicts.
- The college would establish its community resource role in conciliation, mediation, and human relations training.
- The project would be a testing ground for the establishment of a Human Relations Institute or Center within the college structure.
- The project has national implications for replication at other colleges and universities confronted with similar challenges and problems.

In summary this is a suggested model guideline to assist the college-community to transcend professional, ethnocentric, political and personal ambitions for maximum effectiveness in human and organizational relationships.

6.2 COLLEGE-COMMUNITY INFORMATION/RESOURCE SYSTEM MODEL

A. Rationale

Within the inner-city today, there are many community groups and agencies which become defunct because of a lack of technical or supportive expertise. Often these community groups lack assistance simply because they are unaware of the availability of low-cost or free consultative services. Embryonic groups often need guidance in setting up their action programs as well as help in program planning and evaluation. And, there are also established groups and agencies which when in need of outside assistance in program assessment and re-direction/development cannot attain it.

The above situations are generally a result of a lack of coordination and management throughout the city in resource/information development and diffusion. Those groups in need of assistance often are unaware of other organizations, individuals, and groups willing to provide consultation. The capabilities and limitations of local consultants are not well-publicized, and there is no existing centralized Resource Information Center for linking consultants/resources to groups and agencies in trouble. Also, there are individuals and groups (e.g., alumni groups wishing to become involved in community services) who are unfamiliar with the inner-city as well as its needs, and are hesitant about ways in which to become involved. Before community resources can be matched with community needs, those available skills should be centralized and categorized, and to date that has been done in a haphazard fashion, if at all. In view of the nature of these problems and needs, the university with its broad range of expertise and facilities is seen as one of the more appropriate institutions in which to establish a centralized Resource Bank.

B. Objectives

The long range institutional goal of the College-Community Information/Resource System would be the establishment of a college or university as a permanent clearinghouse and referral center for local technical assistance.

The specific objectives of the project would include the following:

1. Assessment of existing college resources/and talents;
2. Assessment of existing city-wide community resources and talents;
3. Development of a bank of people, groups, teams, knowledgeable in such areas as health, welfare, housing economic development, community organization;
4. Coordination and computerization of available college and city-wide resources;
5. Provision of assistance to inner-city groups in program planning, implementation, and/or evaluation.
6. Promoting citizen participation models in shaping college programs and policy.

C. OPERATIONAL DESIGN

The development and implementation of the College-Community Resource/ Information System would operate in terms of two sequential phases. Phase I would focus on: (a) the assessment of existing college and community resources and talents; (b) the development of a resource bank; (c) the coordination and computerization of available college-community resources. The second phase would consist of activities geared toward: (a) publicity of the existence, purpose, and function of the Information/Resource Bank; and (b) the provision of technical assistance to inner-city groups in areas such as program planning, implementation, and/or evaluation.

Phase I

The first phase of the resource development project would involve recruiting and securing faculty support. The school would make an objective assessment of the particular kinds of expertise it is in a position to provide. A Resource Information Questionnaire requesting data on availability and area of expertise would be distributed to all faculty members and college personnel. Included in the responses should be a list of the consultant's primary and secondary skills, his availability for community service and his particular preference in community work. The bank would be organized by one of the project assistants. Consultants would be categorized according to area of expertise, availability, cost, etc., with cross-referencing when appropriate. This information would then be organized to be fed into the school's computer system.

The Resource Bank would also include commercial and volunteer consultants. The process for involving those diverse groups and individuals not directly connected with the school would vary. An Urban Affairs Seminar of the type presented in the following Section 6.30, directed at urban problem-solving through group discussion, coordination and eventual mobilization, would be effective in caucasing various individuals and groups already devoted to participation in community affairs. Interested individuals could be recruited for the Resource Bank from this activity.

Another method of recruitment would involve the undertaking of a city-wide campaign for qualified consultants. One of the project assistants would be responsible for contacting social service, government and industry groups/organizations/agencies in order to appraise their available resources. This would require securing existing lists of consultants from these agencies in addition to recruiting new interested personnel. A project staff member would also be responsible for attending alumni meetings throughout the city to contact and enlist the support of these often heretofore "untapped resources." The project administering unit should assiduously attempt to avoid duplication of effort in this project. If a college or university eventually envisions becoming a recognized clearinghouse for technical assistance in a particular area, the attempt should be made to build on and expand available information rather then duplicate and re-process that which has already been set up. In effect, the college or university would be operating in an area in which a void already exists and that void is one which an institution of this kind is well-equipped to fill.

Payment for services would be determined on an individual basis. Roger Axford in his article on College-Community Consultation has stated that "academic services, unless donated, will be directly proportional in value to the amount that is paid for them."[13] He states further that "like other professional people, academicians have little time to donate regardless of how public spirited they are."[14] These statements are a sound basis for the argument that all consultants should be paid for their services in one way or another. With faculty members who volunteer, the recompense could be in the form of release-time from their other obligations. Participation in community service by faculty members could also be ranked with research and publishing when decisions are made concerning salary increments and promotions.

Volunteer and commercial consultants should all be paid a nominal fee. Community groups often are not too impressed with exclusively free services. This is somewhat in keeping with the "you get what you pay for" ethic. If groups are able to pay for the assistance they receive, they may feel that it is more valuable, worthwhile, and beneficial.

Phase II

The primary goal of Phase II of the College-Community Information Resource Syste, in effect, would be that of establishing the system as an operational vehicle for the dissemination of information and provision of technical assistance to inner-city groups, organizations,etc. This would involve two tasks.

Following the coordination and computerization of the information and resource data collected in Phase I, and after the Bank has been adequately developed and Phase I completed, the first task of Phase II would involve publicizing the existence, purpose, and services of the Resource Bank on a city-wide basis. One method of advertising the Bank would involve the services of the college's Public Information Office, utilizing press releases, newsletters, posters, leaflets, etc. It would also be necessary for the project administering unit to have a representative in the community to work with community groups and local agencies. This representative would be responsible for attending meetings and seminars while publicizing and circulating information on the available services of the Resource/Information System. The college also could continue to make its physical resources available to community residents. The gymnasium, auditoriums, classrooms, etc. could be reserved for community meetings and activities, and students and faculty could be present on these occasions.

The second task of Phase II would involve the actual provision of technical assistance to the inner-city. Request forms for technical assistance should be developed for distribution throughout the city. Interested groups and agencies would be asked to include in their requests: (1) description of the problem; (2) description of the skills they feel are needed to solve the problem; (3) previous technical assistance in the area; and (4) a statement of their ability to pay for assistance. The administering unit will have the responsibility for getting these request forms to the various groups in the city with detailed instructions for securing assistance. Those agencies or groups which receive assistance will be required to evaluate the caliber of services provided by consultants. These evaluations will be maintained by the administering unit and will be a built-in mechanism for screening consultants as well as for evauating quality and effectiveness of services being delivered.

One operational method for providing technical assistance to local groups might consist of developing an Urban Studies Action Center. This corps, consisting of students majoring in Urban Studies or related areas, could provide telephone information service to residents on city human services such as Medicaid, public assistance and social security benefits. This group could become an arm of the Resource Bank and the telephone tie-line service could become one aspect of the Resource/Information System.

Finally, a citizen participation method such as the "community advisory forum survey" is a useful means by which colleges can engage a broad segment of a given community in the development of its programs and policy. Such polls are not only good for community relations; they give credence to the decisions of policy makers and program planners.

6.3 URBAN AFFAIRS SEMINAR MODEL

A. Rationale

It has become apparent that a change is occurring at many colleges and universities across the nation as they involve themselves in urban, community, and minority affairs. The reasons for their involvement in the urban crisis seem rather easy to trace: Lyndon Johnson's War on Poverty as well as his comprehensive aid to higher education; the riots in the black communities of America's largest cities convincing large numbers of American whites that a grievous problem exists that must be solved; campus distrubances caused by students damanding that colleges re-evaluate their programs and begin to change. These and other problems and pressures have compounded the challenge facing colleges and universities today to do something constructive and purposive in many areas.

To meet this challenge, they have been forced to re-examine their relationships with the community, restructure their roles, and, in general, seed a more relevant and responsive mode of operating. As early as 1964, Robert C. Weaver declared that, "The problems in our cities demand a new partnership involving government, business, charitable foundations and institutions of higher learning."[15] In the light of Weaver's declaration, many colleges and universities have undertaken various approaches to what is commonly known as university/urban interface efforts, but it appears that few of these attempts have been successful.[16]

Much of the failure of the interface effort can be attrituted to a lack of systematic communication, coordination, and cooperation between the university and various "urban agents," e.g., representatives of business, industry, political groups, federal agencies, state and local agencies, service agencies.

As a result there is a need to create some means by which these entities can come together systematically and functionally to exchange information and to focus, mobilize, and coordinate their efforts toward urban problem solving. In response to this need, an urban affairs seminar approach, operating in part on the workshop principle, was found by FCC to be one viable solution to the problem stated above. Federal City College conducted this exploratory-experimental study financed by a grant from Office of Education, Department of Health, Education and Welfare and found:

> To date, the seminars have proven to be an effective device in three areas of the College's development which are essential to its success in the area of community involvement:

(1) the development of a community pool of resources;

(2) the development of mechanisms to involve the community in the decision making processes of the College;

(3) the development and beginning assessment of a mechanism for improving communications and relations between the College and its various communities - both internally and externally.

Further, it was found that:

> The input from the Urban Affairs Seminar to the College Administration provides a picture of the community needs and resources and provides a basis for positive action. The Seminars also provide the College with a unique capability for bringing the total resources of the District to bear upon a particular problem. This operation links the College not only to the community but to other agencies, organizations and institutions involved in community services.

B. Objectives

The primary purpose of an Urban Affairs Seminar project are:

(1) To provide a vehicle for focusing, mobilizing, and coordinating the diverse organizations and interests of those who are dedicated to bringing about positive social change within a community;

(2) To serve information exhange and positive communication functions;

(3) To provide immediate learning experiences relevant to the questions of how to develop and implement effective college-community programs.

The specific objectives of such a seminar operation would be:

(1) To mobilize the community's expertise resources in order to maximize their mutual interest and knowledge in urban affairs and research;

(2) To motivate citizens to participate in community affairs;

(3) To serve as a potential citizen participation model;

(4) To promote college-community relations;

(5) To provide a forum where the college can make known its community-related activities and objectives;

(6) To learn as much as possible from actual on-going experiences in order to design more effective programs/services;

(7) To serve as a communication device which is antithetical to racial or philosphical polarization;

(8) To design and implement action strategies to cope with urban problems.

C. Operational Design

The Urban Affairs Seminars are designed primarily to establish workshop oriented sessions where college faculty and staff involved in community affairs could meet with selected community leaders to explore the role of college-community relationships as pertains to urban problem solving. The operational model for the seminars has been designed to have a built-in action capability with a sequential program design feature, operating in terms of four discrete phases: Phase 1 - Problem Identification, Phase 11 - Planning an Action Strategy, Phase 111 - Implementation, and Phase 1V - Follow-up.

Prior to presenting the operational aspects of the four-phase seminar, however, there are certain elements of pre-seminar planning and organization which have proved to be directly correlated to the efficiency and outcome of the seminar operation, and merit mention here. These elements deal with timing of seminar, location, selection of participants and participant preparation.

Timing of Seminar---Attention must be given to the time of year, time of day, and length of session. Sessions should be scheduled within an 8 month period from October through May, thereby limiting the possibility of poor participant turn-out as a result of vacations, end of fiscal year interruptions, etc. To capitalize on a higher productivity level, sessions should be scheduled during the AM hours in deference to the PM hours. Depending upon the nature of the sessions (problem identification or planning action strategies) the length of the seminar should be planned to allow sufficient time for the accomplishment of its mission. The implication here is that problem identification sessions do not require as much time as action strategy planning sessions. Further, the starting and ending times designated for the sessions should be adhered to, plus or minus 15 minutes, thus honoring other commitments a participant might have.

Location---Careful consideration should be given to selecting a location that is favorable for a gathering of people. Variables to be considered include: centralized location, adequate parking facilities, and adequate lunching facilities or catering arrangements (if session is scheduled to extend into p.m. hours).

Selection of Participants---Obviously, the topic for discussion will in part dictate the selection of participants. Selections should be made on the basis of a person's expertise, involvement, and/or demonstrated interest in the area to be treated at the seminar. Additionally, an expert can serve many functions at such a seminar, including the role of guest or key speaker. The level of hierarchical position in the agency represented by each participant, in great part, can determine the quality of consensus making and problem solving strategy development. However, while the inclusion of participants on the basis of their expertise and authority is stressed, participant representation must be extended to include also the people and/or institutions involved in or affected by the subject to be addressed at the seminar. For example, if the topic of discussion is housing, then tenant representation is necessary. In effect, emphasis must be placed on the need to structure a well-balanced grouping of individuals - representing various points of view and conceptions of what the problem is and how it might be solved.

Participation Preparation---A knowledge of the focus, content, and expectations of a particular seminar needs to be known in advance by those who will participate. An information sheet should be sent out to the various people involved advising what each person will be responsible for, why he has been selected, and the names of others who will participate. Any background materials relevant to the area of discussion should also be made available to the participants prior to the session. These efforts culminate in a group of participants who are well-informed and well-prepared relative to seminar expectations.

The effect of these four elements of seminar pre-planning on the overall quality, suitability, efficiency, and effectiveness of the seminar cannot be over emphasized.

Phase 1: Problem Identification

The first phase of the general seminar where a specific topic would be assigned for group discussion would serve a problem identification function. To accomplish this mission, Phase 1 has been designed to meet several complimentary needs which are conceptualized in terms of the following tasks: (1) to mobilize the community's expertise and resources as well as that of the college with respect to a particular subject area, (e.g., curriculum development, marketability of degree programs, federal and private funding to Black institutions of higher learning); and (2) to employ collectively this gathered expertise to discuss and identify the problems involved within a particular area as well as to discuss the feasibility of and strategies for solving the problems identified.

Each Phase 1 meeting would include 10-20 invited community leaders and professional experts from both public and private agencies as well as several college staff and faculty selected on the basis of their expertise and involvement in the area to be discussed. With the seminar participants having had adequate, former, formal preparation as suggested under pre-seminar planning, and following a brief presentation by the seminar leader of the problem area with an indication of the expected group goal, the session would address itself to the identification of problems and would involve discussion of the possible roles the college and community might assume in relation thereto. Depending upon the particular topic, a major speaker might be asked to formally present his views, after which there would be group discussion.

For a description of the process of group work dynamics and interaction involved in such a seminar, the reader is referred to Findings and Conclusions Section 4.30, which discusses how the group process operates or should operate within the area of problem definition among other areas.

At the end of the session, it is suggested that an evaluation form be distributed to obtain the following kinds of information: (1) comments on such qualitative issues as the seminar problem area, speaker, organization of meeting, participant utilization, pre-seminar information; (2) assessment of participant willingness to volunteer their expertise and services to assist the institution and/or become involved in Phase II operations of the seminar; and (3) names of people and/or areas of specialization for inclusion within the Phase II seminar.

Phase II: Planning an Action Strategy

Following the identification of a particular problem area in Phase I, a second seminar would be conducted. This seminar(s) would involve individuals representing agencies having a unique action capability with respect to the problem area defined in Phase I for the purpose of defining the problem in terms of needs and goals and then developing some kind(s) of action strategy(ies). These participants should be selected on the basis of expertise, level of authority within home agency, involvement and/or demonstrated interest in area to be discussed as well as an institutional/agency capability within the problem area. And the number of participants within this second phase seminar should not exceed ten. Also, the emphasis on participation must be voluntary involvement.

The methodology which is suggested for planning strategies is that of the systems approach,[17] involving eight steps:

(1) State the real NEED you are trying to satisfy.

(2) Define the educational OBJECTIVES which will contribute to

satisfying the real need.

(3) Define those real world CONSTRAINTS which any proposed system must satisfy.

(4) Generate many different ALTERNATIVE systems.

(5) SELECT the best alternative(s) by careful analysis.

(6) IMPLEMENT the selected alternative(s) for testing.

(7) Perform a thorough EVALUATION OF THE EXPERIMENTAL SYSTEM.

(8) Based on experimental and real world results, FEEDBACK the required MODIFICATIONS and continue this cycle until objectives have been obtained.

Within Phase II, five of the eight steps would operate - one through five. These five are presented using, in simplified form, an actual project developed at FCC - The Lorton Project.

First, in the Phase I seminar a problem area would be defined, e.g., inadequate educational opportunities for individuals with criminal records. In the second phase seminar, this problem area would have to be redefined in terms of a need which could be met, e.g., the provision of innovative higher education opportunities for individuals with criminal records. Once the need has been defined, it must be stated in terms of objectives which are or can be made operational and measurable. For example;

a. To develop a program(s) in conjunction with the appropriate agencies which will provide a certain number of incarcerated offenders with an opportunity for higher education.

b. To provide a testing period through the program in which participants can demonstrate their capacity for ultimate release and readjustment in the free community.

c. To instill a positive and constructive self-concept within the student-inmate participants.

d. To work toward a reduction in the probable rate of recidivism for the participants.

At the same time the objectives are being stated, the constraints which would effect the implementation of the objectives through a strategy/program must be defined. For the Lorton Project, some of the constraints were:

(1) The traditional philosophy of society and of the correctional agencies toward inmates;

(2) The policies of society and of correctional agencies toward inmates, e.g., loss of civil rights, training primarily in semi-skilled jobs;

(3) The attitude toward individuals with records pursuing higher education degrees;

(4) Obtaining release of individuals to attend programs outside of prison;

(5) Availability of funds and funding sources.

With the objectives stated and possible constraints known, the next step would be the generation of alternative strategies/systems to attack the problem, achieve the objectives, and satisfy the need. Because of the nature of the Lorton Project as it was being conceived, several levels of strategies had to be considered:

(1) Who would operate the program - FCC, D.C. Department of Corrections, D.C. Department of Vocational Rehabilitation or a combination of these agencies?

(2) Was the program to be provided entirely within correctional institutions, entirely within FCC, some combination of the two - and if a combination, what combination?

(3) If the Program is to be outside of the correctional institutions, what safeguards should be provided, should any be provided?

(4) What kind(s) of program will be needed, and what kind(s) of instructors to work within the program?

(5) What kinds of students are to be selected for the program? What is to be criteria for selection - GED or high school graduate, number of times offender?

Then with the generation of the different alternative strategies completed, the next step would be the selection of the best alternative(s) for implementation. For the program, FCC was to become the sponsor; most of the courses were to be offered outside the correctional institution; no safeguards (e.g., guards, fully segregated classes) were to be instituted on campus; a small number of individuals who gave indications of success capabilities were to be selected.

At this point, the Phase II seminar operation would have reached its conclusion point as far as the eight steps are concerned. However, by the time the group has reached step five - the selection of alternative(s) - or even before, it would be necessary for it to also have selected an individual to serve as leader, coordinator, chairman. His duties would not come fully to the core until Phase II: Implementation where he would: (1) coordinate the various persons, agencies, and activities involved in the strategy; (2) call interim meetings when necessary; and (3) conduct preliminary evaluation of the strategy/program in achieving the objectives.

Phase III: Implementation

The implementation phase would involve, primarily, steps six, seven, and eight: implementation, evaluation, and feedback and modification. How this phase would actually operate cannot be dictated by any set of guidelines, for what strategies result from Phase II may be a series of papers, a conference, a program, a project. In the case of FCC, what developed was a high risk project which is now in its second year of operation and is currently being revised and expanded.

Further, several other factors will influence the implementation phase, e.g., time projection of successful completion of selected strategy, complexity of strategy, fund availability, willingness of participants to remain involed. And it is obvious that during this third phase that assessments of the selected strategy(ies) as well as of the objectives, constraints, may need to take place. In his article Carter presents a flow graph of how a systems analysis works. This flow graph could be used as a model for such an assessment as well as for the Phase II operations of the seminar.

Phase IV: Follow-up

Following and/or during the implementation phase, the fourth phase would would be conducted with the participants being brought together to provide feedback to the college-at-large and to other interested parties on the results of the completed Phase III or on the activities currently being conducted within Phase III. The major purpose for this phase would be to report on the successes and/or failures of the implemented strategies and to make recommendations concerning future activities based on or suggested by the strategy.

NOTE: A court reporter should be hired to record the dialogue for later synthesizing, evaluation, and reporting. Upon completion of each session and following the collection of data necessary for analysis (e.g., transcript of proceedings; evaluation forms, participant observer reports), the seminar process and products should be evaluated and the findings documented in a report which is fed back to the participants, the college administrative departments, and other interested individuals, groups, agencies, organizations.

D. Anticipated Outcomes

Through these seminars, the following achievements become apparent:

1. Closer coordination of agencies, groups, institutions involved in providing urban services/programs/projects;

2. More systematic information linkages between groups, agencies, institutions;

3. Development and implementation of projects/services/programs tailored for the community;

4. Development and implementation of alternate strategy(ies) for resolving various urban problems;

5. Close relationship between the college, as an urban agency of and for the community, and Federal/State/local government agencies;

6. Design of an annual conference on Urban Affairs which could use as its base the urban affairs seminars and their output.

6.4 INTER-UNIVERSITY COOPERATIVE VENTURE

The long range purpose of this model is to develop in three major stages a non-profit educational corporation which would function as both an advocate and an action agency in the area of urban problem solving within a particular community. These three major stages can be stated in terms of three major goals:

1. To develop a centralized information and referral center on services available to a community's residents, organizations, groups from public and privategroups, Federal, State and local government agencies, and area colleges and universities.
2. To develop within the center the capability for the design of projects, services, programs and a mechanism through which they could be implemented jointly by area colleges and universities and other interested agencies and groups.
3. To develop a non-profit educational corporation which would become a major advocate and an action agency in urban affairs within a community.

PROGRAM DESIGN

Stage 1.

The general objective of this stage would be:

To develop a centralized information and referral center on services available to a community's residents, groups, organizations from public and private groups, Federal-State-local government agencies, and area colleges and universities.

The specific objectives of this stage would be:

(1) To compile, catalogue, and cross-reference an up-to-date listing of services available to inner-city residents from Federal, State and local government agencies, public and private groups, and area colleges and universities.

(2) To compile, catalogue, and cross-reference an up-to-date listing of self-help services (i.e., services provided by inner city residents to other inner city residents) available to inner city organizations, groups.

(3) To establish a liaison system between the center and the various service groups and the inner city residents or consumers.

(4) To establish a referral system from the inner city residents through the center to the service groups which would utilize a check procedure on the response(s) to the group(s) requesting service as the results of the service.

(5) To establish a feedback system which would provide the service groups with information on other agencies providing similar, related, and identical services.

(6) To compile a listing of problem areas which are currently without services as well as of services which should be developed for meeting various needs of the inner city.

The first stage would operate as a center (Inter-University Service Center) within a particular college or university but not directly under its administration. From its inception, the Center would need to be free of some of the constraints and dictates of its parent institution while at the same time supported by it for needed services and assistance. And in order to accomplish its major goal, it would be involved in accomplishing the six specific goals stated above. These goals, in turn, indicate the kinds of tasks which would be engaged in by the Center in Stage 1.

Task 1 - Compilation of Services

This task would involve compiling, cataloging, and cross-referencing the services available to the inner city residents through their own inner city organizations as well as through the outside agencies, groups, programs operating within the city. In order to accomplish this task, the Center would need to establish through its own staff as well as through faculty, staff, students formal and informal contacts with these groups and agencies and with personnel within them who would act as liaison between the center and the agency and vice versa. Through these contacts within the agencies, the following kinds of information would be obtained: (1) name of agency, group, college; (2) contact person; (3) service(s) being provided; (4) area/group/organization(s) to which service is being/will be provided; (5) requirements for obtaining services; (6) present coordination with other agencies offering similar, related, and for identical services. The same kinds of information would be needed from the inner city organizations with a major addition: Support/services needed (e.g., Federal, State, local, colleges and kinds) in order to increase the effectiveness of operations. And once the services are compiled, they would be catalogued and cross-referenced according to services provided (i.e., similar, related, identical), areas in which services are provided, and agencies providing services. This cataloguing and cross-listing would enable the Center to begin seeing in what city areas there has been major allocation of services and what kinds, minor allocation and what kinds, and where no allocations have been made. Also, the Center would be able to see what kinds of services are being provided and what priority is being placed on each kind. Such a cross-referencing would provide a multiple listing to interested agencies of other agencies providing similar, identical, and related services in the same city area or in another. In order to simplify the handling of the information, it would be computerized.

Task 2 - Development of Referral Services

Once Task 1 is firmly in operation, Task 2 would begin - the establishment of contacts with inner city groups who might need the services of the Center in acting as advocates for them or simply as a referral center through which they can make contact with appropriate service agencies. The original contacts by the Center with inner city groups would be made via several techniques (e.g., television spots, flyers, newspaper accounts) and by the staff itself as well as members of the Center's home university. In order to keep records on the effectiveness as well as utilization of the agency, and information-referral instrument would be developed to provide the Center with needed data on the group requesting service, e.g., name of group, area, services needed, referral to Center by whom, aim of group. A second kind of instrument and/or mechanism would be developed by the Center in order to keep it informed of the results of a request made through it to a service agency, e.g., what services were provided, by whom, what results, what problems. While the mechanisms/instruments would be a record of and a follow-up on Center action in Stage 1, they would begin to provide information (e.g., attitudes of people regarding services provided and people providing them, results of services, other agencies providing similar or identical services) to the various agencies which have dealt with the Center. At the same time, a series of recommendations based on the interactions of the Center with inner city residents and with services agencies would be made concerning new services needed; revision of present services; problem areas within the city not being dealt with and the combining of present separated services into more compact and effective ones. These recommendations would provide a base of information for a Stage 2 task-the design of service projects.

Stage 2

The major objective for Stage 2 would be as follows:

To develop within the center the capability to design projects, services, and programs and a mechanism through which they could be implemented jointly by member agencies of the center, e.g., area colleges and universities, public and private organizations, Federal, State, and local government agencies, inner city groups.

The specific objectives which support the major one would be as follows:

(1) To continue the information and referral activities as implemented within the center in Stage 1.

(2) To establish operational agreement between the center and member agencies to become involved in the design, implementation, and evaluation of programs, services, projects for inner city residents through the appointment of individuals with administrative authority to a board position within the center.

(3) To develop within the center itself and/or within the member agencies individuals and/or units with the capabilities to design programs and projects which will provide appropriate services to need areas.

(4) To design, implement, and evaluate projects and programs which provide services to inner city residents utilizing the various resources and capabilities of the member agencies jointly.

Stage 2 would be primarily concerned with the expansion of the Center's operation to include the capability(ies) for planning and implementing programs and projects in the inner city, while, at the same time, continuing the information gathering and disseminating and the referral activities begun in Stage 1. However, it would not be an operational agency in this second stage because it would not implement its own projects. Rather, the projects and programs it designs would be implemented jointly by member agencies of the Center (e.g., colleges, universities, public and private groups) utilizing their own resources and capabilities. And for this major task to be accomplished four subtasks would be involved.

Task 1 - The Establishment of Cooperative Agreements

This would consist of establishing operational agreements/arrangements between the Center and interested parties (e.g., colleges, universities) to become involved in the design, implementation, and evaluation of service projects and programs to the inner city. In order to accomplish such an agreement, the Center would have to show that such a commitment on the part of the interested agencies would be to their individual and mutual advantages. This would be done through presenting to the various agencies the potential value of combining their operations versus their present mode of operation in such areas as cost benefit, utilization of resources, increased area of attack, increase in capability to deliver services, increase in level of funding, through the use of data collected during Stage 1. When agreement has been reached, each agency which becomes a member of the Center would assign an individual to the Center's planning board. This individual would need to be in a position within his home agency to influence directly his own agency's decision-making structure and to make decisions for his agency within the Center. Such an individual with the indicated kind of authortiy would be required if the projects designed by the Center are to be implemented by the member agencies.

The board on which the individuals from the Center's member agencies would sit, would have two major funtions. First, it would serve as an advisory/recommending body to the Center in such areas as services and projects which the Center should design, city areas which the Center should consider for services, funding sources for Center Projects. Second, it would have decision-making authority along with the Director of the Center in deciding whether or not projects designed by the Center which would necessitate cooperative operations by member agencies were feasible, and if feasible, could be implemented. The board would also, through the Director, oversee the projects once they were implemented. However, the board would not have any decision-making authority in the day-to-day operations fo the Center. This authority would rest with the Director and his staff.

Task 2 - Resource Inventory

As the negotiations for an agreement between the Center and the interested agencies are being completed and the individual is being selected for the board, the agencies which have decided to become members of the Center would need to inventory their resources and capabilities. That is, they would need to be able to indicate to the Center what resources and capabilities they can commit to it either as major ones to be used as main support for particular kinds of projects, or minor ones to be used as subordinate support for particular kinds of projects. This information would be needed by the Center in order that programs it designes utilize the available resources and capabilities of the member agencies and do not design programs for which little or no support is available.

This itemization of resources would include: (1) present programs and projects in operation with an assessment by the home agency of their successes and failures, their projected duration of operation, their needs, people, facilities, money. Also included would be a list of personnel with their skills and availability, facilities - kinds and availability, and money. This last item would need to be known if projects designed by the Center and considered by the board as very important could not be funded by normal funding agencies, e.g., Federal, State and local government agencies, foundations.

Task 3 - Development of Planning Capabilities

Concurrently with Task 2, the Center would be developing its own capability to design projects and/or to redesign currently operating but separate projects of member agencies for joint operations. The manner in which this capability would be developed would involve any one, a combination of, or all of the following methods. First, in establishing the Center in Stage 1. the staff would have to have as part of its credentials some ability and/or experience in program design. A second method would be the employment on a part-time basis of people to design projects based on information supplied by the Center. A third method would be the utilication of the staff of member agencies for the design of Center projects. And a fourth would involve the development of an internal unit within the Center and responsible to it whose full-time and primary responsibility is the designing of programs and their follow-through when approved for implementation.

There is the possibility that each member agency will have its own planning capabilities within it prior to its joining the Center. If such is the case, it would be possible for the Center to farm out to the appropriate agencies its ideas for projects and have them develop them. However, if the Center is to become more than just an information and referral center and a data collection agency, it must have its own built-in planning capability.

Task 4 - Program Development and Operation

Following the completion of Tasks 1 - 3, the Center would become engaged in the design, implementation, and evaluation of programs and projects which provide needed services to the inner city. This major task would involve six steps. First, based on data collected on services provided and needed and on city areas served or not served during Stages 1 and 2, as well as the results of the resources and capability inventory by member agencies in Stage 2, the board would select the service areas of the city for which the project would be designed. Second, once the selection process has been completed, the planning unit of the Center would design the project utilizing the data available to it from the Center and the board as well as interviews and research in the area of the city and/or service area of the project. Third, upon completion of the design, the project proposal would be submitted to the board for its approval or disapproval. If disapproved, the project proposal would be returned to the planning unit with recommendations for its revision. If approved, the fourth step would be initiated. This would involve the farming out of the proposal to various funding agencies to obtain the needed funds to implement it. If funds were unavailable from normal funding sources, it might be possible - if the board felt the project were important enough - to obtain funds from the member agencies. At the same time that funds were being sought, the Center through the board would negotiate for the implementation of the project through the member agencies. Agreements would be made concerning which agency would operate the project and provide major support and which agency(ies) would provide minor support.

Fifth, once funding had been obtained and agreements reached on operations, the project would be implemented by the various agencies and monitoredby the Center through its staff. Sixth, the evaluation of the project would be conducted primarily by the member agencies operating it with supporting evaluations done by the Center itself, the funding agency(ies), and the people or group(s) for whom the service is intended.

Stage 3

The major objective of this stage would be:

To develop a non-profit educational corporation which would be an advocate and an action agency within the area of urban affairs.

The specific objectives in support of the major one are:

(1) To establish an educational corporation among the member agencies of the Center.

(2) To enroll within the Corporation; agencies; corporations; businesses, groups not involved in providing services to or in dealing with the inner city.

(3) To establish a base fund through the assessment/contributions of its members as well as contributions from outside agencies.

(4) To operate as an advocate for the people of the community

(5) To expand its action capability to include projects which would attack major urban problem areas within the city e.g., urban renewal, education, unemployment, welfare.

While the primary purpose of Stage 3 would be the creation and operation of an educational corporation, the activities of Stage 1 - information gathering and disseminating, and referrals - and of Stage 2 - project design and operation - would continue to operate these activities at the same levels as they had been in Stages 1 and 2. At the same time, activities of a similar nature would be carried out but at a higher and more complex level, for the Corporation as it became involved in major urban problems would design and then operate far more complex projects than those of Stage 2. And, it would need far more information and of a more varied nature than that required in either Stage 1 or 2.

Task 1 - Formation of the Corporation

This task would involve four steps. First, the member agencies of the Center would, through written agreement constitute themselves as the members of the corporation and would become its board. This board would have policy-making and decision-making powers concerning what major problem areas the corporation would become involved in. However, as in

Stage 2, it would not dictate the day-to-day operations. Also, whereas in Stage 2, the board selected the service areas and city areas for project planning, in Stage 3, this responsibility would be delegated in part to a sub-committee of the board. Second, once agreement has been reached concerning the corporation, there would take place a reorganization of the administrative structure. This would consist of the board of Stage 2 becoming the nucleus of the board of Stage 3. A director the corporation would be selected along with several associates who would run the various operations of the corporation. Third, along with the administrative reorganization would come a structural reorganization. In Stage 2, the Center with its activities was the total operation; in Stage 3, it would become one operational entity of several. Fourth, other operational units would be developed according to the corporation's needs, e.g., a second planning unit for high level projects, a data collection and analyzing unit, a funding unit, a public relations unit.

Task 2 - Expansion of Corporation

This task would involve the inclusion within the corporation of other agencies, corporations, businesses (e.g., department stores, alumni groups) which do not directly deal with the inner city in the provision of services. They would become members of the corporation in a secondary sense because they are not actively involved in services.

Task 3 - Funding

In order for the corporation to become an effective force within urban affairs, it must have a solid financial base. One way in which this base could be achieved would be through the assessment of the member organizations of some percentage of their total revenues until such time as the corporation would be self-sustaining. A second method would involve soliciting funds from various corporations or foundations. A third method would be through funds obtained by the corporation for the operation of its own projects.

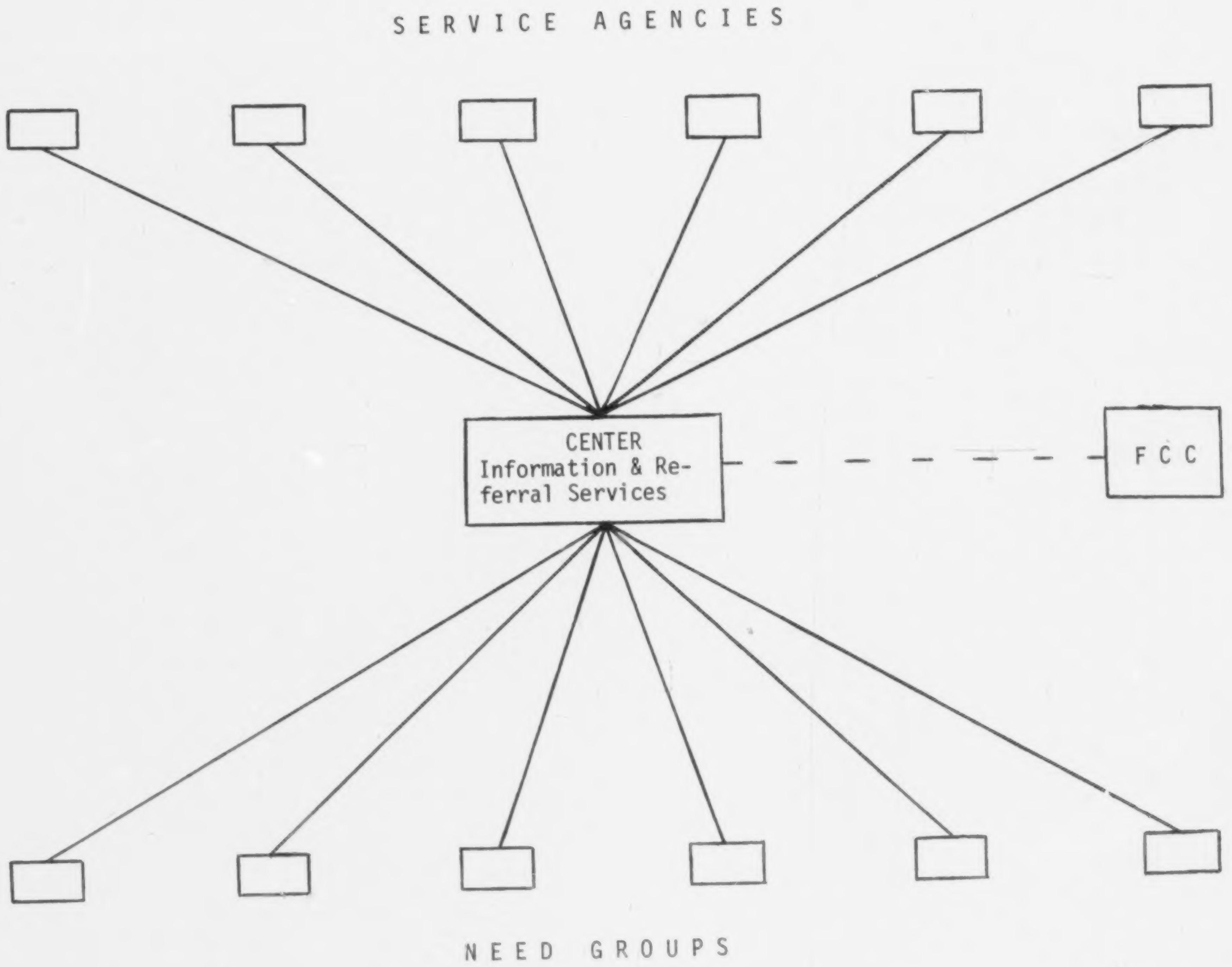
Task 4 - Action Agency

This task would be similar to that of Stage 2 - development by the Center and then operation by its member agencies of service projects. However, in Stage 3, the corporation while continuing Stage 2 activities would initiate more complex projects. These would attack major problems (e.g., urban renewal, education, unemployment) and would require an expansion of its data gathering and planning capabilities as well as its funding sources. While it would have its own planning unit, it would go outside to hire needed talent to provide it with capabilities for designing particular projects. Further, in the operation of its projects, the corporation would sub-contract with its own members and/or with other agencies, while it would retain control of the funds.

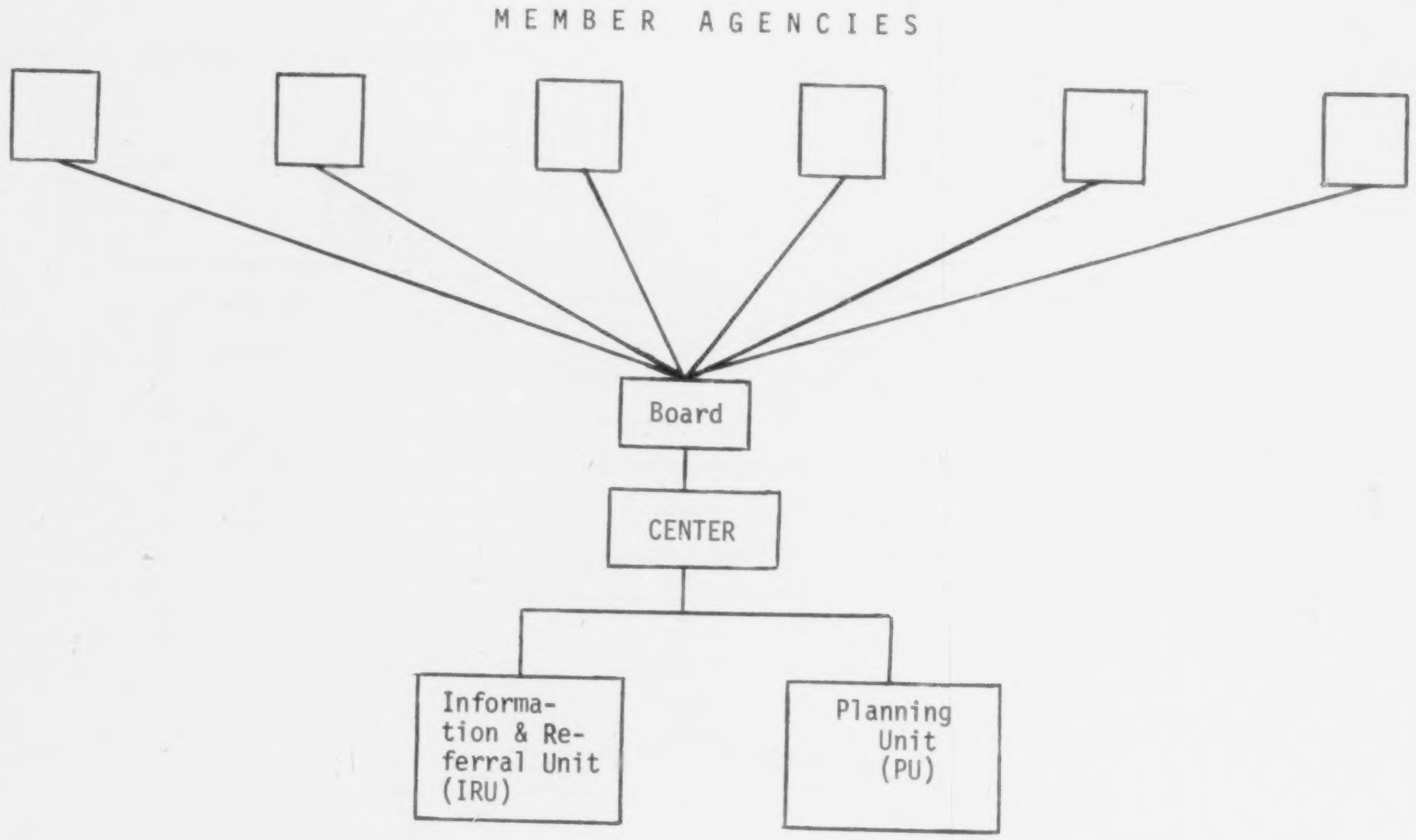
Task 5 - Advocate Agency

This would be a major expansion of an activity begun in Stage 1. There the Center acted as an intermediary between service agencies and people in need of services. Now, the corporation would operate in an advocate role for the people and if needed, for the city before the State and Federal Government and their agencies. It would represent the people before the city government and the state legislature concerning various areas of major importance (e.g., housing, education, welfare), subjects affecting the status of the city (e.g., taxation) and other areas of high controversy such as crime bills, highway construction and so on.

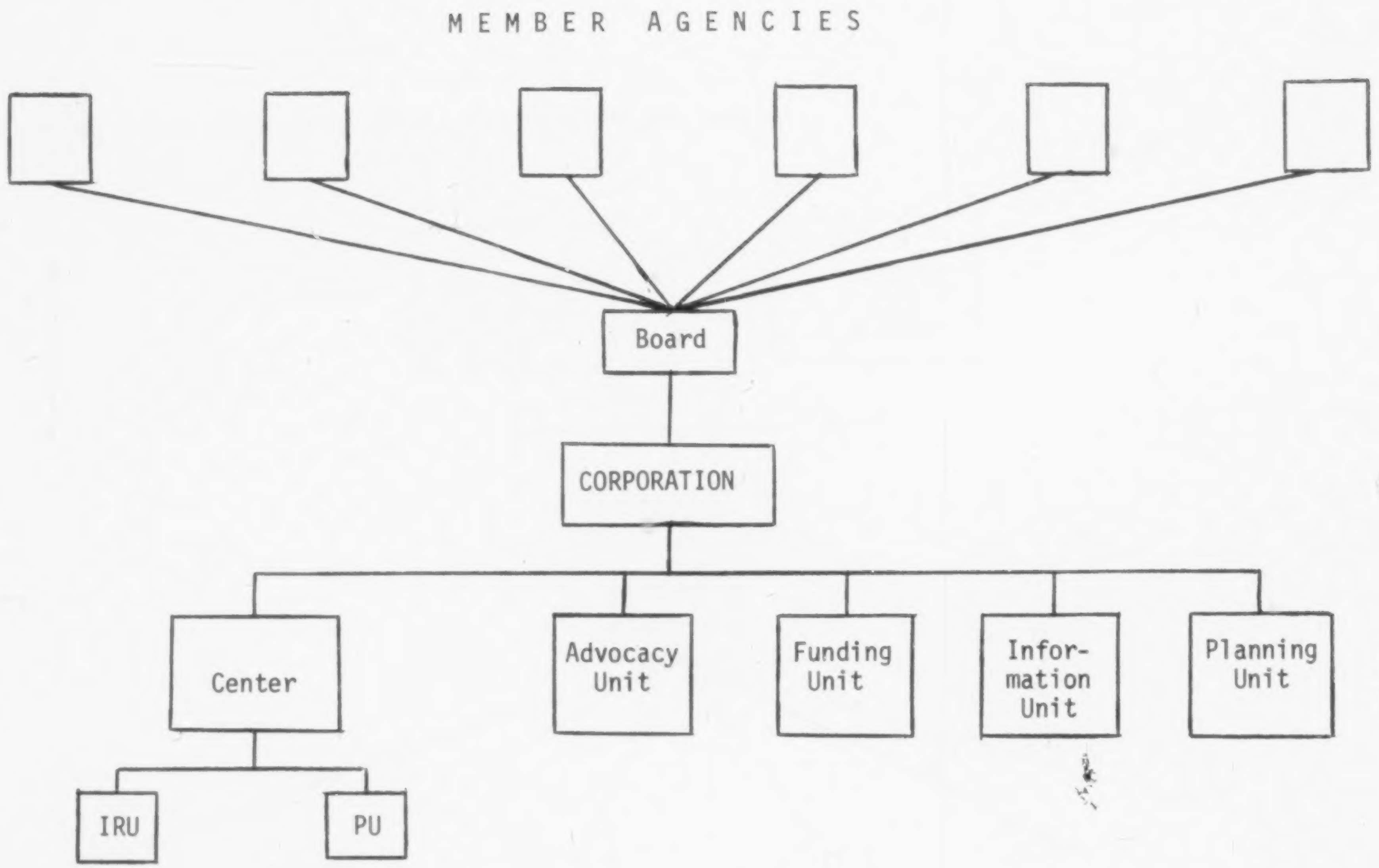
The following diagrams on the next three pages suggest the organizational design for administering the inter-university cooperative venture model. Obviously, this model presently represents a conceptualization rather than a tested program. However, it is an outcome of our explorations in discovering new roles for the urban college relative to community relations and community service.



Stage 1: Information-Referral Center



Stage 2: Information and Referral, and Planning Center



Stage 3: Educational Corporation

6.5 IMPACT SCHEME MODEL: A PRELIMINARY APPROACH

A. Rationale

FCC as a model urban institution of higher learning is vested with the task of developing innovative approaches and models. As an architect of model development intra as well as inter university transactions are to be translated into operational formats, and evaluated. This by necessity requires the development of comprehensive criteria to measure the impact of the aspects of FCC.

Using Field Theory as a conceptical model, FCC is viewed as a vital institution, which is part of a dynamic field consisting of FCC and the D.C. community. The community is in effect its environment with the interactions between FCC and its environment forming the context of behavior in its broader sense. The soical field consists of a variety of forces which strive and/or tend to establish balance. FCC as a dynamic institution interacts with forces within its environment by virtue of its community - centered activities, changing the existive state of equilibrium resulting in tensions. The outreach activities and/or interactions constitutes states which result in locomotions or changes to create new states of equilibrium within the field. The directions of change in past being a function of distance barriers and valences or the relative desirability of an object or act. The response of the field is a phenomenalogical event not necessarily bound in physical properties, but measurable by a variety of cognitive and cognative variables. Juxtaposing facet theory on changes, behavior can occur at six levels: societal stereotype or attitudinal behavior categorizing people in an all or nothing category, social normative, categorizing people according to norms of usual expectation in society; personal moral evaluations, categorizing people by the right or wrong thing to think about them; personal hypothetical behavior, categorizing behavior in terms of what would be done; personal feeling, categorizing behavior by a statement of actual feels; and actual action, categorizing behavior in terms of overt manifestations.

B. Objectives

The field conception clearly delineates the complex nature of the interactions of FCC with the Washington community. The concept of impact seeks a behavioral consequence of the interactive to edify change, direction of change, projected change and lack of change. Interaction is a multidirectional concept where FCC as a complex configurative is assumed to undergo alterations as it interacts with its field creating tensions, thus participating change. Therefore, the major challenge of the impact study would be to delineate the uni-directional nature of change in terms of the objectives, nature and structure of FCC. This requires a flexible standard which can deal with the broad parameters of an urban institution of higher education.

C. Operational Approach

FCC as an emerging model urban institution of higher education is committed to co-ventures with the community in urban problem solving. The following major objectives which are translated into program vectors: to identify and explain the means of FCC and the community to engage in joint efforts toward urban problem solving; to design and experiment with new instructional and service delivery programs, methods, and processes for improving college-community relations and the urban and human condition; to analyze both the college's and community's needs and resources for improving their reciprocal relationships; to explore and design methodologies and processes required to specify the parameters of a long range impact study to provide sufficient inputs for projected model development. The program vectors represent the projection of the college into the community. The broad areas are: (a) urban crises intervention, (b) college-community resources development, (c) human relations development, (d) inter-university cooperative ventures, (e) innovative educational approaches ,and (f) communication linkage system development. These program vectors by necessity are the major areas of criterior development.[18]

Major Criteria Areas:

A. Urban crisis intervention: activities or programs which are geared to remedy the many social, economic and political problems characteristic of the contemporary urban scene.

B. College-community resource development: activities or program designed to identify, mobilize and coordinate the human, and physical resources of both the college and the community for mutual benefits.

C. Human relations development: activities or programs geared to effect improved interpersonal communication between the college populations and the community. This includes the development of methods and processes for conflict resolutions.

D. Inter-university cooperation ventures: activities or programs geared to identify methods and promote the means by which local institutions of higher education can join forces to achieve their common goals.

E. Innovative Educational approaches: activities or programs designed to identify and experiment with new educational methods and processes with respect to educational methodology and social problems.

F. Communication/linkage systems development: activities or programs paved to college-community relationships and the development of systems for information exchange and dissemination.

Criterion Model:

The general criterion scheme is conceptualized as a unidimensional scheme. First there is a temporal factor where criterior development must address itself to measuring immediate effects, intermediate effects and long term effects. This requires a method of difference approach utilizing a repeated measures model to delineate change on a temporal continuum, i.e., a longitudinal study. The second dimension involves level of measurement using facet theory as a model. The third dimension relates to actual stages of impact measurement, ranging from the identification, clarification, and delineation of innovative models for: faculty involvement, student involvement, program development and program implementation, and terminating with the development of operational instruments.

A. Temporal Scheme

1. Immediate Criteria Model

a. Model for community action type programs delivering services to individuals such as the Lorton Program and/or the Drug Abuse Program could be evaluated by a repeated measures model during the start-up phase of the program. Individuals could be evaluated to obtain base rate data. The initial group of enrollees could serve as an experimental group where each subject serves as their own control. Individuals participating in the program would then be re-evaluated at 6 month intervals. This approach provides an index of change. At the end of each program year, program participants could be dichotimized in terms of a successful versus an unsuccessful dimension. Base-rate data for the two dichotomized groups could then be contrasted and subjected to a multi-variant analysis ultimizing descriptive variables. Individuals serving on the "waiting list" would represent an ideal control group.

This model has a number of unique advantages. First, each subject would serve as his own control thus providing a sequential index of change. Secondly, the individuals on the waiting list would provide for the classical experimental control group type of design, however, with one exception - this model would not require that individuals be denied services for research purposes. Therefore, this model would not interfere with actual program operations.

b. Process recording and process evaluation - the Urban Problem Seminars due to their unique composition, as well as the unique structure, would not be subject to the usual evaluative techniques. Consequently, the proceedings from each seminar could continue to verbatim and then subjected to a process evaluation. This enables the evaluators to ascertain the processes by which urban problem/solutions evolve from a seminar type process. The phasing components of the seminars could also provide three dimensions for measurement. The first dimension would be process involved in problem identification. The second process to be facilitated through a follow-up meeting would be processes involved in the development of an action strategy. The third process to be delineated through a second follow-up meeting would provide feedback in terms of actual solutions and/or lack of actions, as well as rereasons for resulting behavior. This model would facilitate the edification of group processing as well as delineating the nature of inter-agency interactions in a university setting serving as a catalytic agent.

c. Participant Observation of the Program Activities - Due to the uniqueness of the exploratory programming conducted by FCC interface project, it is felt that usual methods of quantification would result in the omission of significant data. Therefore, participant-observers functioning as a part of the research team could be assigned to all community action type programs, as well as newly initiated programs where research strategy cannot be developed. These individuals could observe the nature of the interactions, obtain qualitative data on program activities, program development, and program modeling, so that the nature as well as some impressions regarding the general effectiveness of the programs can be obtained. This initial qualitative data would then be transferred to rating scales as well as quantifiable indexes.

2. Intermediate Criteria Model

   Intermediate criteria is defined as indexes, measures and/or statements regarding the relative effectiveness of a program obtained at the end of a program year. This data would become the basis for Phase IV programming, as well as becoming the basis for a more definitive type research strategy based upon experience.

3. Long-Term Criteria Model

   Essentially, the long term criteria model involves a longitudinal study of students to determine what changes have been brought about as a consequence of their attending FCC. This phase of the impact study will entail repeated measurements taken at annual intervals terminating two years after the students have graduated from FCC. This phase of the study could be enacted at the end of Phase III and would involve the development of a case study approach as well as quantifiable data.

Criterion Areas:

A. Economic Impact

   1. Projected Income Gain

      a. What is the projected income gain for the D.C. community as a consequence of individuals being afforded an education at Federal City College? This data is obtainable by contrasting the average annual income of a comparible group of individuals who did not receive training at FCC using Dept. of Labor figures with the projected annual income of FCC graduates. This figure will be multiplied by the projected number of graduates over a period of time using an average income gain figure.

   2. Projected Tax Rate Structural Changes

      This figure is derived by taking the projected annual income of college graduates multiplying it by the projected number of graduates over a period of time and extracting D.C. tax rate figures. This will yield a projected tax rate net gain at specific time periods.

3. Projected Gain for Business Community

This figure is derived by taking the projected income of FCC graduates multiplying it by the average proportionate consumer expenditures resulting a projected consumer index which would represent an ultimate gain to the business community.

4. What is the impact of FCC as an employer?

This data will be treated in terms of the number of employed, the projected number of jobs, and the projected annual decriment in the unemployment rate for the District of Columbia.

5. What is the general economic benefit of D.C. community from FCC as a consumer?

This figure will be stated in terms of the projected annual expenditures of FCC representing a new source of monies to the D.C. community.

6. Projected economic benefits for FCC graduates.

This figure represents the proportionate gain in income/socio-economic growth as a function of graduates having attended FCC. This figure is obtained from extracting the projected average income level as determined by Dept. of Labor figures for median age students graduating from FCC in contrast with average income for a comparible age student not having attended FCC.

7. Cost Benefit Data

Economical savings goes to the city as a consequence of FCC's rehabilitation programs. Economic gains from a reduction in recidivism in terms of cost of incarceration; negative income data; administrative cost of prosecution, and economic loss as a result of criminal activities.

B. Social Responsiveness Criteria

1. How responsive is FCC to community needs?

This question can be answered through the construction of a community-need criterion, where the average programming activities for area schools can be contrasted with the average program activities figure for FCC. This would

Yield an index to the extent to which FCC is responding to community needs in contrast with area city colleges.

2. To what extent does FCC meet current manpower needs of the District of Columbia?

   This question can be answered by obtaining figures from the U.S. Employment Service with respect to critical manpower shortage areas which fall within the capability of FCC and contrasting areas of curriculum development in terms of manpower needs.

C. Social Indicators

1. What is the relative impact of FCC on existing opportunity Structure?

   a. Have new careers become incorporated under a local job classification scheme?

   b. Are job applicants evaluated in terms of their capability as opposed to levels of academic training?

   c. Have changes taken place in the job market in terms of new jobs being available?

   d. Have entry requirements been altered?

   e. Are more deprived youths being educated?

2. Impact on perceptions of opportunity structure.

   a. Do more deprived youth feel that the higher education is obtainable?

   b. Are more youth straining beyond their social class origins?

   c. Are more youth who would have dropped out of high school remaining in school by virtue of the existence of FCC?

3. Status impact of FCC

   a. How is FCC ranked in comparison with other area schools?

   b. How marketable is FCC's degree?

c. How employable are the graduates of FCC?

4. Impact of current training model on D.C. as an urban setting.

a. Does the emphasis in urban training have a greater impact on the community than direct community action?

b. What effect does student practicum placements have on community life as well as the overall effectiveness of the agencies involved?

c. Will the creation of an individual with greater sensitivity to urban problems have a significant impact on the structure of political agencies in the District of Columbia?

d. How can FCC better utilize student potential to solve and/or mitigate urban problems?

D. FCC as a model developer

1. What is the FCC model for faculty involvement in community affairs?

a. What are the [illegible]cations for recruitment?

b. How does this effect the staffing needs of the college?

c. How does an institution of higher learning encourage this?

d. How does this effect the manpower needs of an institution of higher learning?

2. FCC Model for Program Development

a. What are the advantages of under funding a project as opposed to the usual start-up procedures?

b. How does an institution of higher learning insure the incorporation of project activities into its on-going structure?

E. General Criterion for Urban Crises Intervention

1. What changes in behavior and/or manifestations of problem have resulted as a consequence of the social action program?

a. The changes in the frequency of behavior.

    b. The changes of magnitute of behavior.

    c. A desire to change in a more socially acceptable direction.

    d. Attitudinal changes towards behavior.

2. Cost Benefits results

    a. Cost savings as a result of a reduction in the behavior.

    b. Cost savings related to administrative cost resulting from the behavior.

    c. Tax base increments.

    d. Cost savings related to improved management control and/or corrective techniques.

    e. Reduction of economic loss associated with behavior.

3. Individual Benefits

    a. Increase social mobility

    b. Increase vocational mobility.

    c. Aspirational level changes.

    d. Career pattern changes.

    e. Life style changes.

    f. Economic benefits.

    g. Changes in opportunity structure.

4. Community Benefits

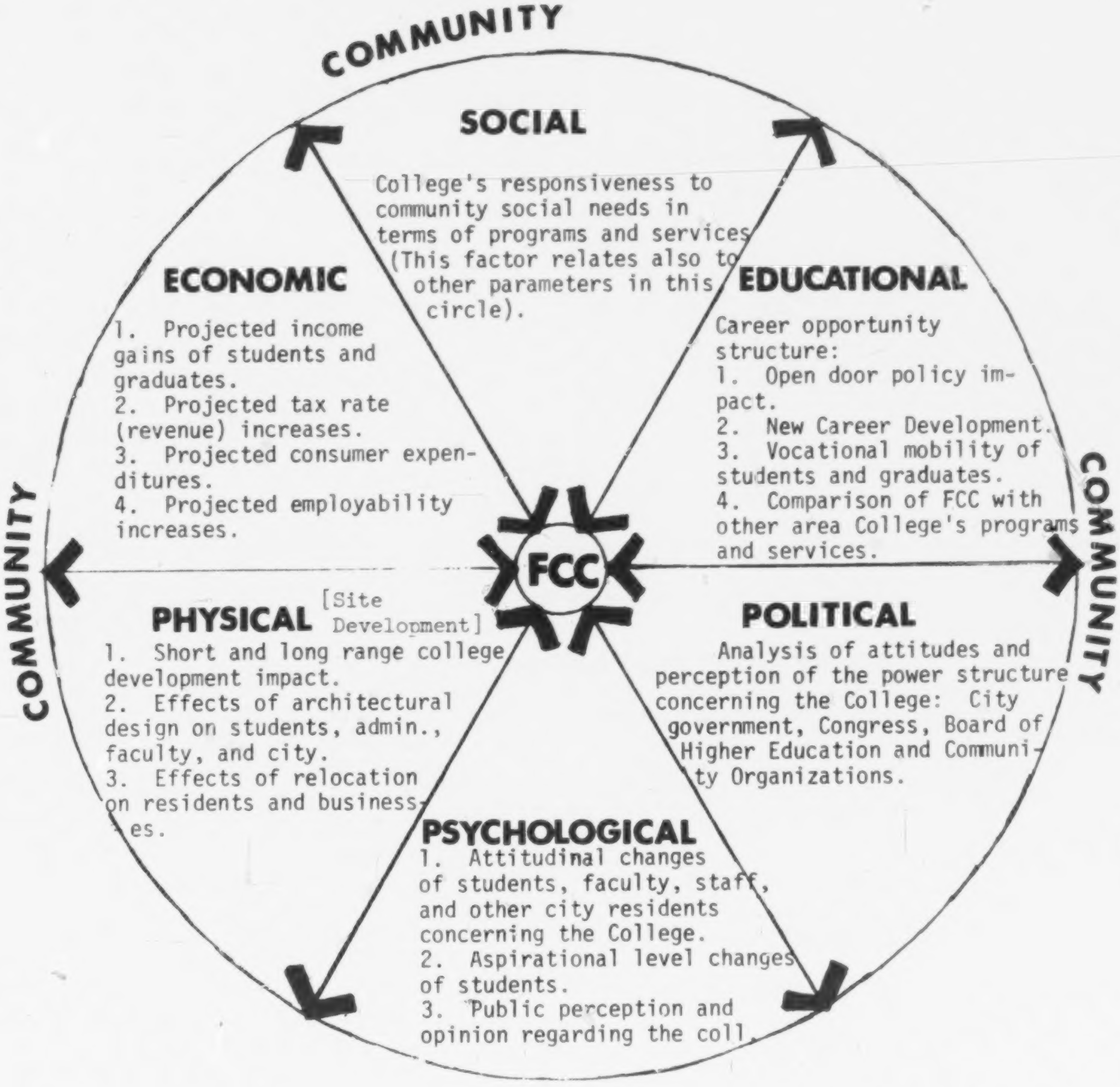
    a. Negative tax liability.

    b. Cost benefits.

    c. Changes in opportunity resources availabilities.

Impact Study Parameters

PRELIMINARY SCHEME



SOCIAL

College's responsiveness to community social needs in terms of programs and services (This factor relates also to other parameters in this circle).

ECONOMIC

1. Projected income gains of students and graduates.
2. Projected tax rate (revenue) increases.
3. Projected consumer expenditures.
4. Projected employability increases.

EDUCATIONAL

Career opportunity structure:

1. Open door policy impact.
2. New Career Development.
3. Vocational mobility of students and graduates.
4. Comparison of FCC with other area College's programs and services.

PHYSICAL [Site Development]

1. Short and long range college development impact.
2. Effects of architectural design on students, admin., faculty, and city.
3. Effects of relocation on residents and businesses.

POLITICAL

Analysis of attitudes and perception of the power structure concerning the College: City government, Congress, Board of Higher Education and Community Organizations.

PSYCHOLOGICAL

1. Attitudinal changes of students, faculty, staff, and other city residents concerning the College.
2. Aspirational level changes of students.
3. Public perception and opinion regarding the coll

7. EPILOGUE

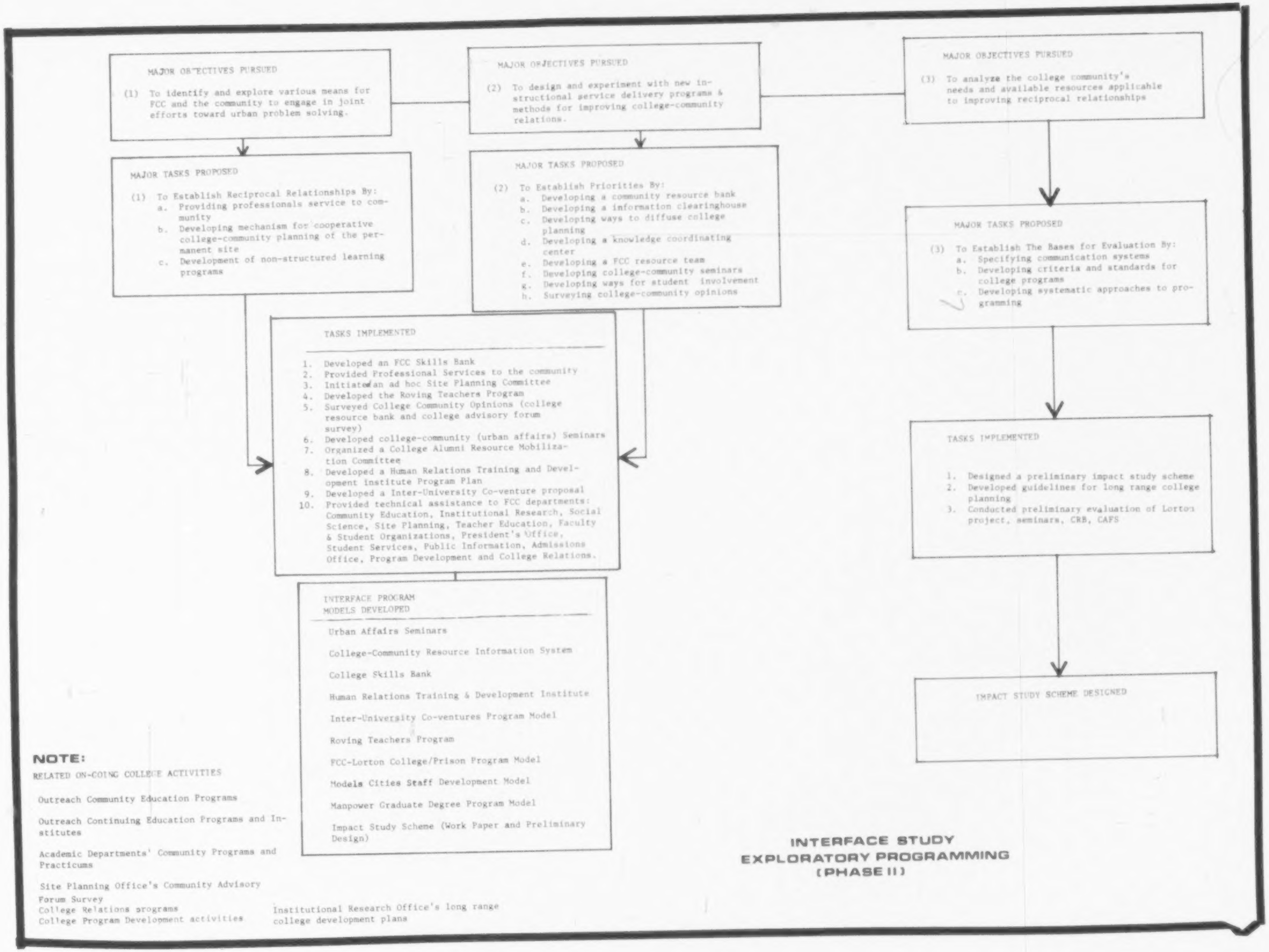
The experiences of the "interface project" suggest that the Office of Education should continue to support further operational research study of urban higher education systems. Increasingly, the urban college or university has become the site "where the action is." However, the extent to which this concentrated action is channeled into positive social and institutional change will depend, in part, on the discovery and on-going development of cooperative roles of responsiveness between the college and its community--a relative distinction which in the case of Federal City College is proving to be a superficial one, essentially because of three considerations. First, the legislative mandate for Federal City College's establishment as a land grant public institution makes community services a vital part of the College's mission. Second, unlike other local institutions of higher learning, FCC has not since its inception had a central campus separating it from its community. Hence, its decentralized instructional and administrative facilities, physical plants, staff and students make the College an integral part of the community of the nation's capital. Finally, whereas many colleges and universities, both locally and nationally, operate special community service units to promote interfacing between them and minority group populations of their "inner" cities, Federal City College and the citizens of its community are predominately black residents. As a result of these factors, Dr. Harland Randolph has stated,

> Federal City College will continue to be a college of, by and for the people of the District of Columbia.[19]

Finally, it is particularly important for FCC, as a land grant college, to obtain greater Federal support during its developmental years. This need for support is related to the broader issue of the disproportionate funding between white and black land grant colleges. A report by the National Science Foundation revealed that in Fiscal Year 1968, white land grant colleges received eleven (11) times the amount of Federal funds than did predominately black land grant colleges. The University of Florida, for instance, received twenty-four (24) times as much Federal aid as did Florida A. & M. which has a student enrollment five times greater than the University of Florida. Also in the same year, the Department of Agriculture gave 150 times the amount ($60 million) to predominately white land grant colleges than the amount ($400,000) it gave to black land grant colleges in the same states.[20]

Land grant colleges have a special role in promoting effective college-community relationships through service-oriented programs. Thus, Federal City College, the only urban land grant institution of higher learning in the nation, faces the herculean challenge of meeting the educational needs of a predominately black populated city, while it must concurrently tackle urban problems which threaten the aims of higher education in the nation's capital.

APPENDIX A



MAJOR OBJECTIVES PURSUED

(1) To identify and explore various means for FCC and the community to engage in joint efforts toward urban problem solving.

MAJOR TASKS PROPOSED

(1) To Establish Reciprocal Relationships By:
   a. Providing professionals service to community
   b. Developing mechanism for cooperative college-community planning of the permanent site
   c. Development of non-structured learning programs

MAJOR OBJECTIVES PURSUED

(2) To design and experiment with new instructional service delivery programs & methods for improving college-community relations.

MAJOR TASKS PROPOSED

(2) To Establish Priorities By:
   a. Developing a community resource bank
   b. Developing a information clearinghouse
   c. Developing ways to diffuse college planning
   d. Developing a knowledge coordinating center
   e. Developing a FCC resource team
   f. Developing college-community seminars
   g. Developing ways for student involvement
   h. Surveying college-community opinions

TASKS IMPLEMENTED

1. Developed an FCC Skills Bank
2. Provided Professional Services to the community
3. Initiated an ad hoc Site Planning Committee
4. Developed the Roving Teachers Program
5. Surveyed College Community Opinions (college resource bank and college advisory forum survey)
6. Developed college-community (urban affairs) Seminars
7. Organized a College Alumni Resource Mobilization Committee
8. Developed a Human Relations Training and Development Institute Program Plan
9. Developed a Inter-University Co-venture proposal
10. Provided technical assistance to FCC departments: Community Education, Institutional Research, Social Science, Site Planning, Teacher Education, Faculty & Student Organizations, President's Office, Student Services, Public Information, Admissions Office, Program Development and College Relations.

INTERFACE PROGRAM MODELS DEVELOPED

Urban Affairs Seminars

College-Community Resource Information System

College Skills Bank

Human Relations Training & Development Institute

Inter-University Co-ventures Program Model

Roving Teachers Program

FCC-Lorton College/Prison Program Model

Models Cities Staff Development Model

Manpower Graduate Degree Program Model

Impact Study Scheme (Work Paper and Preliminary Design)

MAJOR OBJECTIVES PURSUED

(3) To analyze the college community's needs and available resources applicable to improving reciprocal relationships

MAJOR TASKS PROPOSED

(3) To Establish The Bases for Evaluation By:
   a. Specifying communication systems
   b. Developing criteria and standards for college programs
   c. Developing systematic approaches to programming

TASKS IMPLEMENTED

1. Designed a preliminary impact study scheme
2. Developed guidelines for long range college planning
3. Conducted preliminary evaluation of Lorton project, seminars, CRB, CAFS

IMPACT STUDY SCHEME DESIGNED

NOTE:

RELATED ON-GOING COLLEGE ACTIVITIES

Outreach Community Education Programs

Outreach Continuing Education Programs and Institutes

Academic Departments' Community Programs and Practicums

Site Planning Office's Community Advisory Forum Survey

College Relations programs

College Program Development activities

Institutional Research Office's long range college development plans

INTERFACE STUDY
EXPLORATORY PROGRAMMING
(PHASE II)

APPENDICES

APPENDIX B

INTERFACE PROJECTS
AGENCY AND ORGANIZATION PARTICIPATION CATEGORICAL LISTING

GOVERNMENT (13)

Center for Community Planning - H.E.W.
Metropolitan Development - H.U.D.
Employer and Technical Services - U.S. Department of Labor
Civil Rights Division - U.S. Dept. of Transportation
Federal Highway Administration - U.S. Dept. of Transportation
Office of Child Development - H.E.W.
Dept. of Training - U.S. Civil Service Commission
D. C. Human Resources Administration
Model Cities Administration - H.U.D.
Consumer Research - D.C. Public Health Dept.
Office of the President - White House
D.C. Redevelopment Land Agency
D.C. Corrections Dept.

Community Organizations (8)

Model Inner-City Community Organization
Washington Urban League
Neighborhood Inner-City Community Org.
Hospitality House
United Planning Org. (CAA)
Northeast Neighborhood Council
Adams-Morgan Community Council
Potomac Gardens Neighborhood Health Center

NOTE: See also Appendix D for listing of organizations contacted through the Community Advisory Forum Survey.

PRIVATE SECTOR (3)

Westinghouse Learning Corp.
National Urban Coalition
National Tenants Rights Org.

RESEARCH (4)

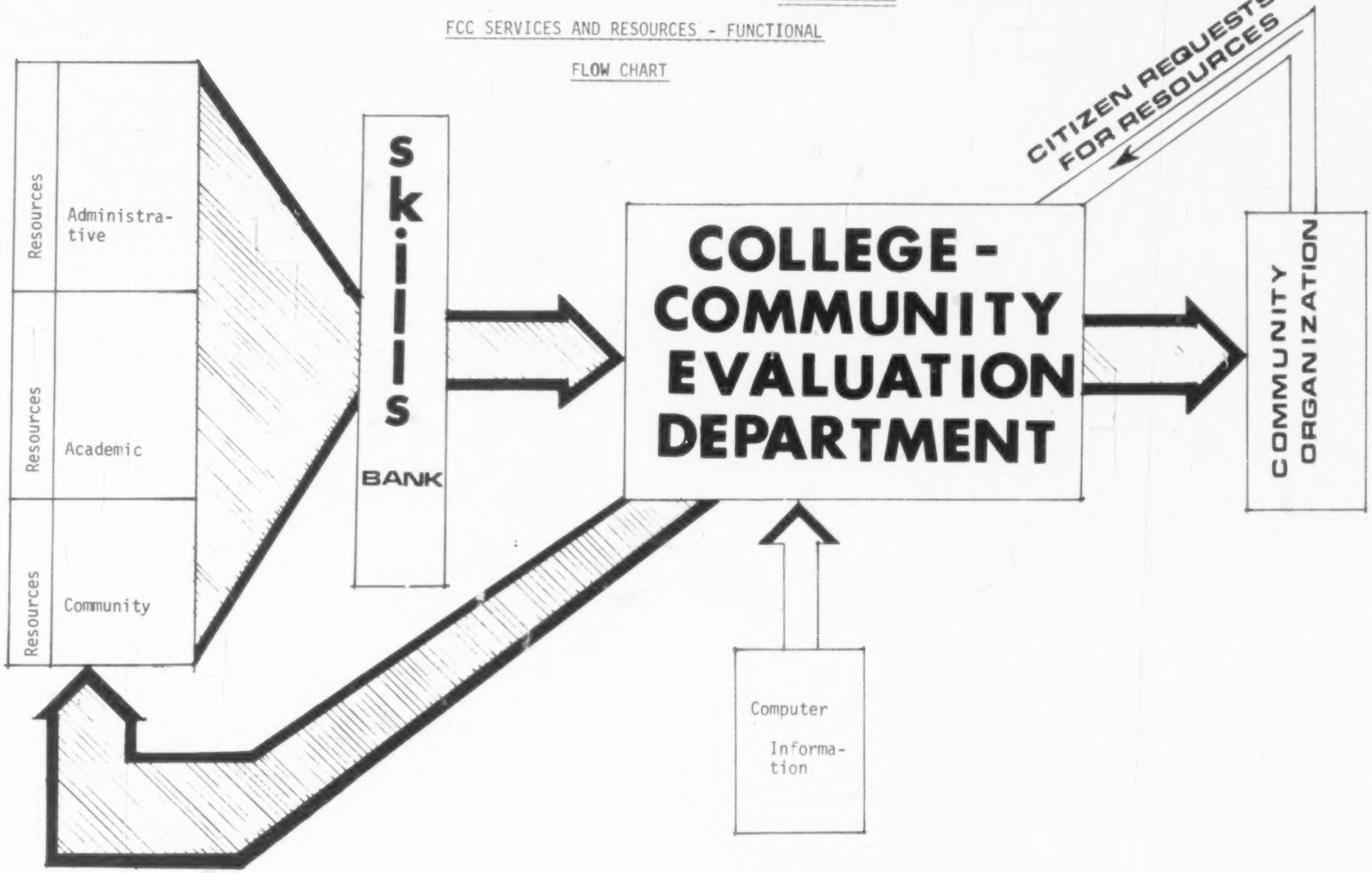
Human Science Research, Inc.
Bureau of Social Science Research
National Urban Institute
Wash. Center for Metro. Studies

EDUCATIONAL (7)

D.C. School Board
Univ. of Maryland
Howard University
National Education Assoc.
D.C. Chapter Queens College Alumni Assoc.
D.C. Public Schools
D.C. Congress of Parents and Teachers

APPENDIX C

FCC SERVICES AND RESOURCES - FUNCTIONAL FLOW CHART



APPENDIX D

COMMUNITY ADVISORY FORUM SURVEY (CAFS) - ORGANIZATIONS CONTACTED

Community

* Metropolitan Community Aide Council
* Southeast Neighborhood House
* Hospitality House Social Services, Inc.
* Montana Terrace Tenants Association
* Benning Terrace Tenants Association
* Neighborhood Area Planning Council - 14
* Fields Neighborhood House
* River Terrace Community Organization
* Gateway Youth Organization
Valley Green Youth Leadership Project
* Eastgate Gardens Tenants Association
* Lincoln Heights

Professional

Uptown Progress Incorporated
* Washington Area Contractors
National Council of Negro Women
* Downtown Progress
D. C. Chamber of Commerce
D. C. Board of Trade
* Benjamin Banneker Plaza, Inc.

Labor

* Washington Teachers' Union
Greater Central Labor Council

Political

D. C. League of Woman Voters
Democratic Central Committee
Republican National Committee

Civic

* Eastland Gardens Civic Association
* The D. C. Congress of Parents and Teachers, Area 4B
D. C. Federation of Citizens Association
* Edgewood Civic Association
* Northeast Neighborhood Council
Cardozo Jay Cees
* Queen Chapel Civic Association
* Friendship Citizens Association
Jay Cees

Religious

- Council of Churches of Greater Washington
- Archdiocese of Washington
- * American Jewish Committee
- All Souls Unitarian Church
- New York Avenue Presbyterian Church
- * Varick Memorial A. M. E. Zion Church
- Second Precinct Ministerial Group
- * Children of the Church of Christ
- * Sunday Church School, First Baptist Church Deanwood

Social Action

- United Planning Organization
- * Center City Community Corporation
- Black United Front
- National Welfare Rights Organization
- * NAACP
- Change, Incorporated Action Center
- Model Inner-City Community Organization
- Pride Incorporated

NOTE: * Indicates the organizations that participated in the survey.

APPENDIX E

TABLES - COMMUNITY ADVISORY FORUM SURVEY

TABLE 1

AGE OF RESPONDENTS

AGE	NUMBER	PERCENTAGE
a. Under 21	1049	22
b. 21 - 30	1261	27
c. 31 - 35	717	15
d. 36 - 40	406	9
e. 41 - 45	358	8
f. 46 - 50	260	5
g. 51 - 55	167	4
h. 56 - 60	127	3
i. 61 and over	162	3
j. Age not specified	235	5
TOTALS	4742	100

* *

TABLE 2

SEX OF RESPONDENTS

SEX	NUMBER	PERCENTAGE
a. Male	1798	38
b. Female	2659	56
c. Sex not specified	285	6
TOTALS	4742	100

TABLE 3

RACE OF RESPONDENTS

	RACE	NUMBER	PERCENTAGE
a.	Black	3773	80
b.	White	541	11
c.	Other	51	1
d.	Race not specified	377	8
	TOTALS	4742	100

* *

TABLE 4

LOCATION OF RESIDENCE OF RESPONDENTS

	AREA	NUMBER	PERCENTAGE
a.	Downtown (F-G Street area)	234	5
b.	Central City (Shaw, Cardozo, etc.)	345	7
c.	Upper N. W.	600	13
d.	S. W.	99	2
e.	Far N. E.	802	17
f.	Near N. E.	657	14
g.	Upper N. E.	953	20
h.	S. E. (Anacostia)	379	8
i.	S. E. (Congress Heights)	229	5
j.	Other	0	0
k.	Residence not specified	444	9
	TOTALS	4742	100

TABLE 5

OCCUPATIONS OF RESPONDENTS

OCCUPATION	NUMBER	PERCENTAGE
a. D. C. Schools	386	8
b. D. C. Government	913	19
c. Federal Government	1032	22
d. Military installation	109	2
e. Self-employed	232	5
f. Private business or industry	659	14
g. Community organization	214	5
h. College, university or other educational institution	101	2
i. Other	165	3
j. Occupation not specified	931	20
TOTALS	4742	100

TABLE 6

EDUCATIONAL GOALS OF FCC

QUESTION: What should be the primary educational goals of FCC?

	NUMBER OF TIMES MENTIONED	PERCENTAGE
a. To provide opportunities for higher education to District residents	2290	48
b. To enable District residents to qualify for employment and top-level administrative positions	842	18
c. To mobilize the skills and resources that can result in the solution to the District's urban problems	796	17
d. To provide leadership in helping local community residents develop their communities	510	11
e. Not specified	304	6
TOTALS	4742	100

* *

TABLE 7

HIGHER EDUCATION PRIORITY RATINGS

QUESTION: What should be the level of priority that public higher education has on the funding request by the District Government?

	NUMBER OF TIMES MENTIONED	RANK
a. Highest priority	1621	1
b. High priority	1621	1
c. Middle priority	694	2
d. Low priority	155	5
e. No priority	165	4
f. No specified	356	3

TABLE 8

URBAN PROBLEMS RATINGS

QUESTION: What are the urban problem fields most important for "FCC" to consider?

		Number of Times Mentioned	Rank
a.	Crime and law enforcement	1716	4
b.	Housing and transportation	1306	7
c.	Recreation	807	9
d.	Education	2357	1
e.	Economic and business development	1455	5
f.	Sanitation and pollution	842	8
g.	Welfare and poverty	1775	3
h.	Drug addiction and alcoholism	2083	2
i.	Youth	1447	6
j.	Racism	804	10

TABLE 9

FINANCING HIGHER EDUCATION

QUESTION: Would you be willing to support a higher education tax that would go towards financing public higher education in the District of Columbia?

	Number	Percentage
a. YES	2694	57
b. NO	1630	34
c. Not Specified	418	9
TOTALS	4742	100

QUESTION: Would you be in favor of having a fixed percentage of the District Government's revenue set aside annually for public higher education?

	Number	Percentage
a. YES	3491	74
b. NO	794	16
c. Not Specified	457	10
TOTALS	4742	100

TABLE 10

OPEN ADMISSIONS POLICY

QUESTION: Should "FCC" continue its "open door" admission policy?

	NUMBER	PERCENTAGE
a. YES	2552	54
b. NO	716	15
c. No Opinion	1080	23
d. Not Specified	394	8
TOTALS	4742	100

TABLE 11

COMPARISONS OF LOCAL INSTITUTIONS OF HIGHER LEARNING

	MEETING EDUCATIONAL NEEDS OF THE COMMUNITY				SOLVING URBAN PROBLEMS	
	KNOWLEDGE OF"FCC" QUESTION: HOW DOES "FCC" COMPARE WITH OTHER EDUCATIONAL INSTITUTIONS IN DISTRICT OF COLUMBIA? (In terms of relating to the educational needs of the residents of the District)		KNOWLEDGE OF "FCC" QUESTION: HOW DOES "FCC" COMPARE WITH OTHER EDUCATIONAL INSTITUTIONS IN DISTRICT OF COLUMBIA? (In terms of meeting the needs of higher education for the residents of the District)		KNOWLEDGE OF "FCC" QUESTION: HOW DOES "FCC" COMPARE WITH OTHER EDUCATIONAL INSTITUTIONS IN DISTRICT OF COLUMBIA? (In terms of using its resources in solving urban problems of the District of Columbia)	
	NUMBER	% of TOTAL	NUMBER	% of TOTAL	NUMBER	% of TOTAL
Does a better job	893	19	897	19	1154	24
About the same as the other schools	1469	31	1639	35	1456	31
Does as well	609	13	659	14	306	7
Don't know	1585	33	1343	28	1573	33
Not specified	186	4	204	4	253	5
TOTAL	4742	100	4742	100	4742	100

APPENDIX F

URBAN AFFAIRS SEMINAR(S)
PARTICIPANTS

Staff:

Mr. Ernest R. Myers, Seminar(s) Planner and Moderator
Director, College-Community Evaluation Office (C-CEO)
Federal City College

Miss Kathleen Davis, Coordinator
Research Associate, C-CEO

Miss Claudette Johnson, Coordinator
Hostess
College Relations Specialist

* * * * * * * *

Speakers:

Honorable Robert Brown, Guest Speaker
Special Assistant to the President
of the United States

* * * * * * * *

Mr. Atlee Shidler, Guest Speaker
Director of Educational Programs
Washington Center for
Metropolitan Studies

* * * * * * * *

Other Participants:

Mr. Fred Bolton
Executive Secretary to the
Commissioner of Academic
Affairs
Human Resources Administration
D.C. Government

Mr. Charles Cassell
Member
D.C. School Board

Mr. Phillip Clausen
Queens College Alumni
Association of
Metropolital Washington

Mr. Preston Bruce
Special Assistant to the
Director
Office of Child Development
U. S. Department of Health,
Education and Welfare

Dr. Thomas Carter
Office of Education
U.S. Department of Health,
Education and Welfare

Mr. Frank Durkee
Assistant Director
National Urban Coalition

Miss Lynn Dusinberre
Employer and Technical Services
Department
D.C. Government

Mrs. Patricia Hill
Program Development Officer
Metropolitan Development
U.S. Department of Housing
and Urban Development

Dr. George Jones
Urban Education Officer
Teacher Rights
National Education Association

Dr. Roy Jones
Director
Urban Studies Department
Howard University

Dr. Leon Lundon
Queens College Alumni
Association of Metropolitan
Washington

Dr. Benson Soffer
Queens College Alumni
Association of Metropolitan
Washington

Mrs Jackie Sutton
Associate Director
Training Division
U.S. Civil Service Commission

Mr. Randall Tyus
Policies and Procedures Division
U.S. Federal Highway Administration

Mr. Kinzo Yamamoto
Chief of Consumer Research
D.C. Public Health Department

Mr. Marvin Feldman
(Formerly in)
Office of the Secretary
U.S. Department of Health,
Education and Welfare

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NOTE: Positions of Participants were accurate at the times of the seminars.

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